Motivating Students to Read Uses Online Digital Module

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Abstrak

Motivasi merupakan salah satu faktor penting dalam mencapai keberhasilan belajar. Ketika peserta didik termotivasi, belajar dapat lebih efisien. Oleh karena itu, pendidik harus mampu menjaga motivasi peserta didik. Penelitian ini mencoba untuk menyelidiki apakah modul digital online dapat memotivasi peserta didik dalam membaca buku teks. Penelitian ini adalah studi kualitatif. Subyek penelitian adalah mahasiswa semester dua program studi Pendidikan Bahasa Inggris. Instrumen yang digunakan adalah lembar wawancara dan observasi. Analisis data yang digunakan adalah deskriptif kualitatif dari hasil wawancara dan observasi. Berdasarkan data tersebut dapat disimpulkan bahwa modul digital online dapat memotivasi mahasiswa untuk membaca. Sebagian besar mahasiswa mengatakan bahwa mereka menikmati membaca modul dan selalu membacanya ketika mereka berada di mata kuliah *grammer*. Ketiadaan gambar, animasi, video atau audio dalam modul digital online hanya membuat sebagian mahasiswa kurang tertarik untuk membacanya. Mahasiswa juga dapat memahami materi dan melakukan praktik sendiri, hanya sedikit yang masih kesulitan memahami materi dan melakukan praktik. Dari temuan tersebut, dapat disimpulkan bahwa modul digital online memberikan model baru dalam pembelajaran sehingga dapat memotivasi mahasiswa untuk membaca materi sendiri.

Kata kunci: motivasi, modul digital online, membaca

Abstract

Motivation is one important factor in achieving the successful of learning. When the student is motivated, learning can be more efficient. Thus, teacher should be able to maintain the student's motivation. Then this study is trying to investigate if digital online module can motivate student in reading textbook. It is qualitative study. The subjects were second semester of English education study program. The instruments were interview and observation. The data analysis is descriptive qualitative from the result of interview and observation. Based on the data it can be concluded that digital online module can motivate students to read. Most of students said that they enjoy reading the module and always read it when they were in grammar class. The absence of pictures, animation, video or audio in online digital module only made some students less interested in reading it. The students also could understand the materials and did the practices by themselves, only a few who still got difficulties in understanding the material and did the practices. From those finding, it can be concluded that online digital module give new model in learning so that it can motivate students to read the materials by themselves.

Keywords: *motivation, online digital module, reading*

INTRODUCTION

In learning process, reading is one of important skill. It gives many advantages for the reader. Reading expands the reader's view, experiences, and thoughts. It also has influence toward academic performance in learning process, creativity, and students' writing skill. (Dawkins, 2017; Stanberry, 2009). Therefore, ability to read becomes one of crucial skill in learning a language. Nevertheless, the importance of reading in language learning doesn't make it easy to learn, especially reading in English as foreign language. For some EFL students, reading in English is nightmare. Dealing with foreign language make students finds difficulties and they should work hard for reading English text (Ley, Schaer, & Dismukes, 2001).

This condition needs special attention. Teacher must find ways to get students motivated to read. Motivation is one important factor in achieving the successful of learning. When the student is motivated, learning can be more efficient. Without having motivation, students would not be able to achieve complete skill in reading comprehension. There are two kinds of motivation, intrinsic motivation and extrinsic motivation. Intrinsic motivation is desire that comes from our self to do something because it is important. When a student has this motivation to read, he can enhance his reading comprehension indirectly. When the student is motivated intrinsically, he will find enjoyment in reading and read more in their free time. To encourage students' motivation intrinsically, the teacher can provide materials which has significance interest in a text (object-specific) or materials which draw student within the text (activity-specific). Object specific can be material which has many pictures, colorful, or relate to their prior knowledge. Fro activity specific it can be in term of story which allows students to get involve within the text (Ambarwati, 2019). Extrinsic motivation is external factors which influence students' desire to do something. These factors are scores, awards, admiration, or desire to be the best. (Wigfield and Guthrie, 2004).

In stimulating students' motivation, teachers' positive attitude is important. It must be exist during the learning process. Teachers can discuss about their reading interest, what kinds of book they like, recommend some interesting book to read, display book around, or provide learning materials in attractive module. In this digital era, making attractive module is quite easy. Developing module into digital flipbook can be one of smart solution. According to Merriam-Webster, flipbook is a series of illustrations of an animated scene bound together in sequence so that an illusion of movement can be imparted by flipping them rapidly. Nowadays, flipbook is adopted not only for animation, but also for various kinds of digital applications, such as magazines, books, comics, and others (Abror, *et al,* 2019). Flipbook differs from printed book. Flipbook is in the form of interactive learning sources which helps students for gaining knowledge and making the learning process easier because flipbook can combine elements of text, pictures, videos in the module so that the learning process can be attractive for students (Jain, 2017; Diani & Hartati, 2018)

Moreover, flipbook is easy to make. It made from pdf to flipbook. To convert pdf to flipbook, we must use flipbook application. There are many applications, software or online, which offers how to create digital module. One of online application that can be use is heyzine.com. This website gives service to convert pdf to an online flipping book or slideshow with different page flip effects. It allows you to add some pictures, video, link, and audio to your online flipping book or slideshow. Figure 1.1 shows some features in heyzine.com
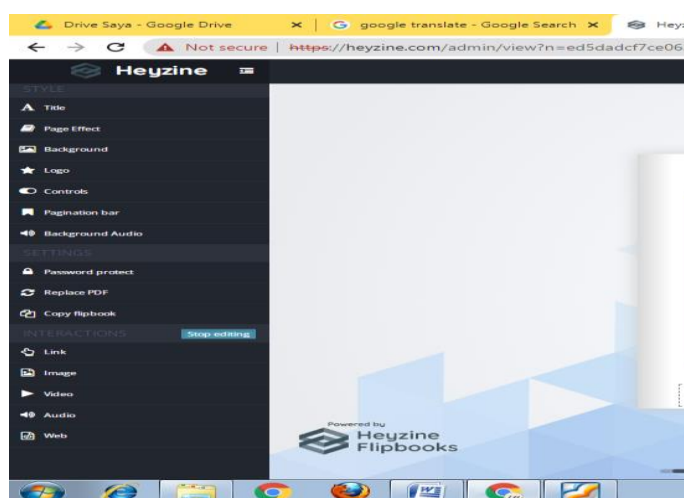

Figure 1.1 shows some features in heyzine.com

METHOD

Research method used in this study was descriptive qualitative. The subject of this study was second semester students of english study program IKIP PGRI Bojonegoro. There were twenty interviewees. There were three research instruments to collect the data; interview, observation, and documentation (Sugiyono, 2015). Then the data were analyzed by using data reduction technique, data display (presentation of data), and conclusion drawing or verification. In data reduction, the result from interview and observation were selected, simplified, and transformed into some important information to get clearer picture of the data. Then, those important data were displayed qualitatively in order to give information toward the result of the study. The last is conclusion, from the explanation in data display; the data then were concluded to give the result of the study (Matthew Miles and Huberman, 2009).

FINDINGS AND DISCUSSION

The research was done during second semester to English education students. There were fifteen interviewees. Before doing the interview, the students were assigned to read online digital module made in Heyzine.com. To read the module, the students should open link given, https://heyzine.com/flip-book/ed5dadcf7c.html. The following is the view of online digital module in heyzine.com
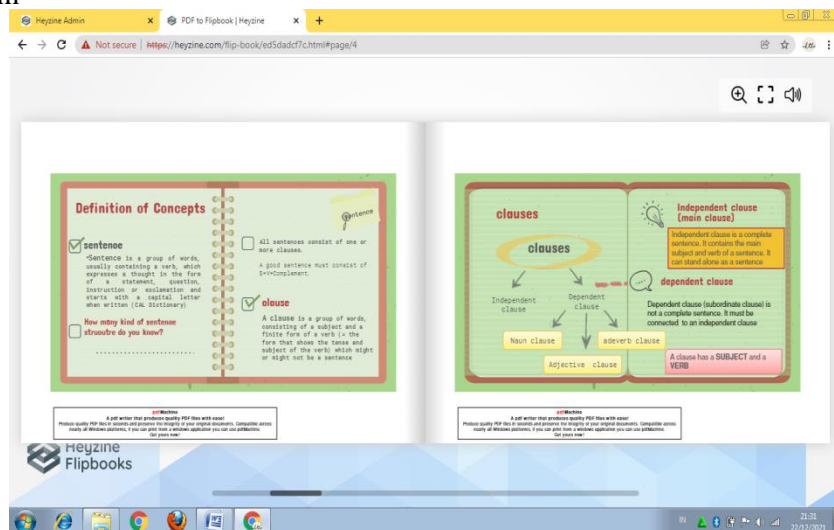

Figure 4.1 Online digital modules

While reading it, the observation was done to see if they read it or not and how was they responses toward it. This observation notes would be used to give additional information about how students motivation in reading online digital module in the class. After reading the book, the students were given ten open interview questions relate to their interest and motivation in reading and doing some practices in it. From the result of interview, it can be found that online digital module can motivate students to read. There were ten questions for the interview, the students responded differently. The first question asked about their interest in learning grammar. All of the students said that they were interested in learning grammar. Some of them said that grammar is one of compulsory subject in learning English and others said that by learning grammar they knew how to create a good sentence. It was one of important subject in learning English. Those were the reasons why grammar was attractive for the students. By knowing students' interest, it would be easier to motivate them to learn.

The second question was about the objective of learning grammar. From all answers, two students said that they didn't know what the objective in learning grammar was and the rest said that they knew it. They said that the aim in learning grammar is to learn about some grammatical structures that were important in making a good sentence. The next question was about the advantages of learning grammar. For this question, all students said that they got the advantages in

learning grammar. By learning grammar they knew how to create good sentence, and knew what tenses are. Some students always related to tenses when they asked about grammar.

Moreover, after asking about grammar, the next question was asking about module. The questions were vary from reading module to their motivation. From this question, it can be seen that some students read the module until the last page and then they could do the practices by themselves. Then they read it in the class and it made them understand about the materials. They said that they like this module because they can read it anywhere without having to bring heavy book. They just open their mobile phone put the link, and read it, simple and easy.

Some others said that they read the module, but they still found difficulty in understanding the materials. Then it made them could not do the practices. They also said that the module was not interesting for them because they thought that English is difficult so read materials in English need more effort which made them less attractive. But they said that module is easy to be used, simple, and they did not have to bring the book. Furthermore, one student said that to learn about the material taught in the class, he not only read the online module, but also he tried to read any other references to help him understand the materials and do the exercises. He just said that this online module was quite interesting since he did not have to put any books in his bag, just in his smart phone, he could learn. Moreover, there was one student who did not like to use this online digital module. He said that the module did not have to use link, it is complicated. It is better to give it directly, without link, so that he preferred reading printed book to online digital module. From those answers it could be concluded that about two thirds interviewees were motivated reading it because it helped them understanding about the materials taught in the class, while the rest were less motivated. They were not motivated to read because they got difficulty in understanding English. They preferred reading book which give explanation in bahasa indonesia.

From the result of observation and interview, it could be concluded that online digital module can motivate students to read. Students get motivated to read module because it provides important information for them. They were intrinsically motivated because they need that information to help them understand the material being taught. Beside, easily accessible modules make learning more fun and enjoyable so that when they were in a good mood to read, they can read it directly from their mobile phone.

Online digital flipbook module is one of media that can be used to motivate students to read textbook. Teachers can develop their own materials in accordance with the government curriculum so that learning objectives can be achieved. Flipbook has some advantages compare to printed book. It is a smart and innovative solution in learning. Teacher can put some videos, animations, pictures, or audio to support the materials in it. Besides, music to the flipbook can be added as the background. Those media can help students to understand the material easily, and made them interested to the material. Then their motivation to learn will increase (Putra, 2016; Safitri, 2017; Diani & Hartati, 2018). It is also proved that it is easy to be accessed and save time in delivering the material because all are in one place, online digital flipbook model. It improves students' learning interest and motivation (Rafiq & Ameen, 2012). Motivation can be triggered intrinsically or extrinsically.

CONCLUSION

Motivation to read can be encouraged intrinsically or extrinsically. Those two motivation are one important factors in reading. Teacher must have special attention to maintain motivation in reading. Teachers can provide interesting material for the students. teachers can develope their learning material by making online digital module. by using online digital flipbook module in the class can get students motivated in reading the material. Teachers can develope interesting online digital module so that the students are attracted to read. By using online digital module, teacher not only motivate students to read but also develope the students' digital literacy.

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