I-CONEMCIL

Using E-Book Room to Read in English Learning to Add the Vocabulary of Students' Class 5 SDN Puspiptek Asri Pagedangan, Tangerang District

Marsha salsabila and Dhea Fitrianna

University Education of Indonesia, Serang City, Indonesia

·Dhftrnna27@gmail.com

Abstract

The background of this study is the lack of English vocabulary that elementary school students have, the impact of which will make it difficult for students to understand the development of the time when English is a global language, as well as this study introduces the learning process of EMRED as an innovation in learning.The purpose of this research is to know how the use of Room To Read and follow-up using the process of the approach of Emred plays a role in adding the word word to the learning of English in class 5.This research uses a qualitative approach with descriptive qualitational methods. The data collection techniques used are field observations, interviews and tests. The background of this research is SDN Puspiptek Asri which is located in the Earth Housing PuspIPTEK Asri, Pagedangan Village, Tangerang District, Banten Province. The subjects of this study were all students of the V class of SDN Puspiptek Asri which totaled 34 people, which consisted of 20 male students and 14 female students. The results of the test resulted that the average student was able to exceed KKM with a score of 87,5. The number of students who earn 70 is as much as 27 students with a presentation of 82% of the total student number. Students who have not reached the KKM score of 6 students with a presentation of 18%. The results of the use of EMRED received a very good response (BS) when using the process of using the approach by using the room to read media in English language lessons. Further action from the use of E-Book Room To Read is that Responden A and Responden B will continue to use the researched media.It is concluded that E-book Room To Reading using the EMRED approach can improve the vocabulary of 5th grade students of SDN Puspiptek Asri.

Keywords: e-book, room to read, EMRED, english learning, learning media.

A. INTRODUCTION

English has become a global language in the era of globalization 4.0. "In today's era of globalization and instantaneous, children from the age of SD even high school have been charged to compete in English language subjects," said Aedi and Amaliyah. (2016:195). In addition, in some countries, people have to learn English in addition to their native language. However, since the 2013 curriculum began in Indonesia, which no longer includes English lessons in local lessons, elementary school students no longer learn basic conversation in English in schools that do not have English or extra-curricular lessons. As a result, many schools do not apply English lessons anymore and students become convinced that English is a difficult language to learn or master while they (primary school students) are still in the golden age of 7-12 years. With an exciting learning step, educators can motivate and add students' enthusiasm in learning English. In the 4.0 era also digital technology has become more advanced especially in the field of education, there are a lot of applications and digital websites that educators can apply in

teaching English subjects in order to introduce more vocabulary to students to be easier when giving teaching materials, one of the media that can be used is the website E-Book Room To Read. With Room To Read, educators can introduce English in the form of E-Books to add student vocabulary and train student reading skills and then available video learning features to train student listening. If only relying on E-Book alone, it feels incomplete without an irrelevant or no longer up-to-date learning approach. Then the researchers used the EMRED learning approach in conducting the research that was to be done. Approach, according to Herli Salim (2022) EMRED is a grand theory to strengthen learning both social and exact sciences. The EMRED approach consists of five learning processes: Emersion, Modelling, Repitition, Exploration and Demonstration. With the EMRED approach students can experience a new and also enjoyable learning atmosphere. the formula of the problem taken is how the use and follow-up of Room To Read using the process of the Emred approach plays a role in adding vocabulary to the learning of English in class 5 with the aim of knowing how the usage and follow up of the Room To Reading with the use of the procedure of the emred approach play a role to add vocabulary to English learning in class 5.

B. METHODS

The background of this research is SDN Puspiptek Asri which is located in the Earth Housing PuspIPTEK Asri, Pagedangan Village, Tangerang District, Banten Province. This study was conducted over 3 days or 3 meetings, namely in February 1, 8 and 15 2023 year of school semester. The subjects of this study were all students of the V class of SDN Puspiptek Asri which totaled 34 people, which consisted of 20 male students and 14 female students. This research uses a qualitative approach with a describing Qualitatfi research method where the researcher will display the findings in the form of explanation with narratives rather than numbers. On this basis, qualitative research tries to understand, deepen and break into it against a very deep symptoms and then interpret and conclude those symptoms according to their context. To an objective and natural conclusion in accordance with the symptoms in the context of subjectivity. Data collection techniques in this study involve field observations, interviews and tests. After passing through the data collection phase, the data in the analysis uses the theory of Miles & Huberman (1992: 16) that is, in the first way to perform Data Collection, data collected is not the final data obtained and can be directly analyzed, but only the process of data collection alone. The process of data reduction will take place in line with the implementation of research aimed at obtaining in detail, classifying data, sorting out unnecessary data and performing data ornatisation. Data presentation is a set of structured information that makes it possible to take action and draw conclusions. By digging and observing the data obtained, researchers will be easier to understand what to do and what is happening in the field. The form of data presented at the study this time is a short description and a table. Conclusion verification: The researcher makes strongly supported conclusions at the data collection stage. Conclusions or verification are the answers to the formula of problems and research questions.

C. RESULT AND DISCUSSION

Here are the results and references to the research that has been conducted. Before displaying the results of the study for 3 days, here are the basic competition and learning achievement indicators to be achieved in the study over 3 days.

Table 1. Basic Competence and Learning Implementation Indicators

No	Meeting	Base Competence	Implementation Indicators
1	Meeting 1	Change Some elements of a sentence to participate in learning activities, such as asking simple questions, asking for clarifications, and asking permission.	1 Translate an English sentence into Indonesian.
2	Meeting 2	Be able to communicate their ideas and experiences through copies of their own simple writings and writings, as well as demonstrate an advanced understanding of the writing process. They showed an early awareness that texts in English are written with terms (conventions) tailored to their context and purpose.	1 Writing English vocabulary after reading and reading a storybook in front of the class.
3	Meeting 3	Able to use the superlative word character to talk about people, animals, and something.	1 Make a presentation in front of the class about a vocabulary that has been structured into a sentence in English.

The results obtained on the first day, which is Wednesday, February 1, 2023, the researchers performed observations and the results were as follows.

Table 2. Observation Review of E-Book Room to Read

No	Students Activity	Explanation
1	Students are interested when researchers discuss e-book Room To Read	BS
2	Students enthusiastic when researchers show one of the books on the Room To Read website	BS
3	Students answer the question of the researcher when asking questions about the vocabulary in the book being displayed.	B
4	Students enthusiastically translate English vocabulary into Indonesian.	BS
5	Students enthusiastically answer researchers' questions about writing English vocabulary relevant to students' daily lives.	BS
6	Students are able to memorize vocabulary at one meeting.	B
7	Students are able to speak using basic English with classmates.	BS

On the results of the observations that have been shown in table 2 above, it can be concluded that students are interested in the use of E-Book Room To Read as a learning medium and at the first meeting also the media used can improve the English vocabulary of students 5th grade SDN Puspiptek Asri because the results show that the students are excellent in following learning. On the second day held on Wednesday, February 8, 2023, the results of students have already begun to understand some vocabulary that they did not know before, this can be seen when researchers pay attention to students when they are explaining the content of the E-Book where students pay more attention and follow the researchers translate the book content.

On the last day held on Wednesday, February 15, 2023, the researchers conducted the test to obtain results from the use of the E-Book Room to Read carried out for 2 hours.

Here is a test with 10 questions, 5 with double-choice and 5 with essay. The test is carried out individually with the seat position changed into several rows unlike the previous one that combines several tables into 1. The results of this test will show how the influence of the website E-Book Room To Read in order to add English vocabulary students in particular students 5th grade SDN Puspiptek Asri which totaled 34 students. The results of each student's test will be shown in the table below.

Table 3. Test of English vocabulary

No	Student name	Number of PG	Number of Essays	Score	Explanation
1	NK	5	5	100	Complate
2	AP	5	4	90	Complate
3	FQ	5	4	90	Complate
4	MV	5	4	90	Complate
5	YF	5	4	90	Complate
6	DW	5	3	90	Complate
7	LN	4	5	90	Complate
8	RD	4	5	90	Complate
9	IH	4	5	90	Complate
10	SM	4	5	90	Complate
11	NH	4	5	80	Complate
12	PT	4	3	80	Complate
13	SV	4	3	80	Complate
14	KZ	4	3	80	Complate
15	RY	4	3	80	Complate
16	HN	4	3	70	Complate
17	KE	4	2	70	Complate
18	DY	4	2	70	Complate
19	NV	3	5	70	Complate
20	EZ	3	5	70	Complate
21	GI	3	5	70	Complate
22	SN	3	5	70	Complate
23	AG	3	4	70	Complate
24	NB	3	4	70	Complate
25	HZ	3	4	70	Complate
26	HN	3	4	70	Complate
27	RL	3	4	60	Not Finished
28	AD	3	3	60	Not Finished
29	HR	2	5	60	Not Finished
30	SY	2	4	60	Not Finished
31	AN	2	4	60	Not Finished
32	DN	1	4	50	Not Finished
33	ZR	4	4	80	Complate
34	RN	4	5	90	Complate
	Average Score			**87,5**	**Complate**
				58,4	**Not Finished**

It can be seen in the table 3 above, that after conducting research for 3 times the results were obtained many students who had an improvement in English subjects with an average score of 87.5 and who were not successful with a mean score of 58.4. The results that have been displayed are calculated using the presentation and obtain the following results.

Tabel 4. Test of English vocabulary

No	Student amount	Average Score	Complate	Not Finished	Complaten Presentation
1	34	87,5	27	6	85%
Presentation%			82%	18%	

From the results of the vocabulary test data in the table 4 worked individually by the students can be seen that the average student is able to exceed the Minimum Proficiency Criterion (KKM) with a score of 87.5, while the minimum proficiency criterion of English subjects applicable in the SDN Puspiptek Asri is 70. Seeing from the table above the number of students who obtained 70 > which is as many as 27 students with a presentation of 82% of the total student number. Whereas students who have not reached KKM or above KKM are as many as 6 students with a presentation of 18%. This shows that the use of E-Book Room to Read is able to add student vocabulary to the learning of English demonstrated with a more proficiency rate than the rate of incompetence, where the proficience rate after the test is 82%. Then the results of using the EMRED processing approach for 3 days get the results that will be shown in the following table.

Table 5. Student response data during the course of study

No	Students Activity	Explanation
1	Students are interested when researchers discuss English lessons. *Emersion*	B
2	There was an enthusiasm when researchers asked questions after giving examples of how to read good and correctly about the content of the story on an E-Book displayed using a projector screen. *Modelling*	B
3	Observe the short explanation of the researcher on the meaning of the book being displayed with a good and correct pronunciation. *Repitition*	B
4	Students responded to researchers when asked to associate one of the vocabulary to make a sentence related to the daily life of students. *Exploration*	BS
5	Students are able to mention vocabulary that has already been spoken in front of the classroom with the aim of giving more vocabulary to their classmates. *Demonstration*	BS

Based on the table 5 above, it can be seen that the results obtained received excellent responses when the researchers used the EMRED approach process using the Room To Read media in English lessons. Seeing from the table above, students are excellent in responding to lessons when conducting the Exploration and Demonstration process where the field observation results get the BS category (well), in this case the researcher can conclude that the student is better at understanding the vocabulary described

when the researcher applies the exploration and demonstration approach process. While in the process of approaches Emersion, Modelling and Repitition seen from the table above can be seen the response that students are shown to enter the category B (well), in this case also the researcher can conclude that students can receive and follow the procedure of attachment Emersation, Modeling and Repite which also works in adding vocabulary to the English language lessons.

The results of the follow-up of the use of the e-book Room To Read with the EMRED approach process is done by conducting an interview with the teacher of the field of English language learning and also the teacher tutor of the 5th grade who obtained the results for the usage of e-books room to read both English language teachers and also teachers tutor class 5 argue that will continue to use the E-Book Room to read to add the English vocabulary of students by associating the E -book with the materials being discussed so that students are not bored, but not at each meeting because not all materials can be associated with the e -book room to Read. When it comes to the process of approaching EMRED after doing the results of the interview, the result obtained is that Mother AT (Respondent A) will first learn more in detail how the process is approached by EMMED so that at the time it is used it can run well and correctly. In addition, in the subsequent learning process related to the approach of EMRED Mother AT (Respondent A) will associate it with the curriculum that applies in school and also with the way of teaching that the mother AT (Responder A) normally does. In the above answer, the researchers also saw if Mother AT (Respondent A) would share teaching science with other teachers how to apply the EMRED approach process which would be very useful for other subject teachers. The mother (Respondent B) who is interested in the process of approaching EMRED follows with the introduction of the learning process that will be done with the objectives to be achieved so that students easily understand what they are doing.

D. CONCLUSION

Based on the results of the research that has been carried out for 3 days doing research in SDN Puspiptek Asri, then the researchers can conclude the use of E-Book Room To Read in order to improve the English vocabulary of students in class 5 SDN Asri Puspipetek was done by introducing the media with the process of EMRED approach by way of introducing it using a projector screen, this process was also done to know how much English vocabulary the students knew before studying the E-book that is in Room to Read. The researchers collected data by conducting observations, interviews with teachers of English subjects and to obtain the results of the researchers using question-shaped test. Improved English vocabulary skills of 5th grade students after using the Room To Read media with the EMRED approach. This can be seen from the results of observations over 3 days of the study and can also be seen through the test results on the English vocabulary given on the last day, where students as many as 25 students were able to exceed the Minimum Intensity Criteria (KKM) and as much as 6 students were not able to cross the KKM. Further action carried out by teachers of English language subjects against the use of E-Book Room To Read on learning English to improve the vocabulary of students of 5th grade SDN Puspiptek Asri is to combine E-Books by adjusting learning access materials. While the follow-up carried out by the teacher of the field of English subjects is in the way of collaborating the learning process EMRED with the process of learning that Mother AT (Responden A) used when teaching, it is used to obtain innovation in learning process.

According to the results of research conducted by Erlina Sukmawati (2022) which stated that by using EMRED strategy and the use of western song-based animation media in Class IV SD Labschool UPI Campus Attack can improve vocabulary skills in students.

REFERENCES

Sekolah Dasar." Jurnal Basicedu, vol. 6, no. 5, 2022, pp. 8248-8258.

Nurfadlia, M., & Rachmawati, Y. (2022). "Arketipe Inisiasi Tiga Cerita Anak dalam E-Book Room To Read dan Pemanfaatannya dalam Pendidikan Karakter Anak Usia Dini". Jurnal Ilmiah Pesona PAUD, 9(1), 59-74.

Hadiyanti, V., & Salim, H. "Ludo Word King untuk Meningkatkan Kosakata Bahasa Inggris Siswa Sekolah Dasar". Didaktika, 1(1), 161-171.

Hanikah, H., Faiz, A., Nurhabibah, P., & Wardani, M. A. (2022). Penggunaan Media Interaktif Berbasis Ebook di Sekolah Dasar. Jurnal Basicedu, 6(4), 7352-7359.

Dwiyanto, D. (2002). "Metode Kualitatif: Penerapannya dalam Penelitian". Diakses dari:https://www.academia.edu/download/45555425/metode_kualitatif_penerapann ya_dalam_penelitian. pdf (diakses pada 28 September 2019).

Salim, Herli (2022). EMRED. Serang : Suhud Media

Nugroho, G. W. (2022). "Meningkatkan Kemampuan Membaca Pemahaman Siswa Kelas Iv Sd Melalui Media E-Book Room To Read Dengan Strategi Emred" (Doctoral dissertation, Universitas Pendidikan Indonesia).

Sukmawati, E. (2022). "Penggunaan Media Lagu Barat Dalam Bentuk E-Cartoon Untuk Pembelajaran Kosakata Bahasa Inggris Dengan Strategi Emred "(Doctoral dissertation, Universitas Pendidikan Indonesia).

Gunawan, D., Mustofa, B., & Wahyudin, D. (2022). "Pengembangan Desain Pembelajaran Berbasis Verbal Linguistik Intelligence untuk Meningkatkan Keterampilan Berbahasa Peserta Didik". Jurnal Basicedu, 6(2), 2979-2993.

Miranti, I., Engliana, F. S. H., & Hapsari, F. S. (2015). Penggunaan Media Lagu Anak-Anak dalam Mengembangkan Kemampuan Kosakata Bahasa Inggris Siswa di PAUD. Jurnal Ilmiah Kependidikan, 2(2), 167-173.

Maduwu, B. (2016). Pentingnya pembelajaran Bahasa Inggris di sekolah. Warta Dharmawangsa, (50).

Goodin, M. C. (2011). Room To Read: Tracking the evolution of a new secondary school library. University of California, Berkeley.

Fishner, C. (2013). Creating Room To Read: A Story of Hope in the Battle for Global Literacy. Journal of College Orientation, Transition, and Retention, 20(3).

Mondal, S. (2017). Professional training & development of field employees in Room To Read Bangladesh.

Aftiani, R. Y., Khairinal, K., & Suratno, S. (2021). Pengembangan Media Pembelajaran E-Book Berbasis Flip Pdf Professional Untuk Meningkatkan Kemandirian Belajar Dan Minat Belajar Siswa Pada Mata Pelajaran Ekonomi Siswa Kelas X Iis 1 Sma Negeri 2 Kota Sungai Penuh. Jurnal Manajemen Pendidikan Dan Ilmu Sosial, 2(1), 458-470.

Susanto, N. H., & Lestari, C. (2018). Problematika Pendidikan Islam di Indonesia: Eksplorasi Teori Motivasi Abraham Maslow dan David McClelland. Edukasia Islamika, 184-202.

Nugrahani, F., & Hum, M. (2014). Metode penelitian kualitatif. Solo: Cakra Books, 1(1), 3-4.

Arifin, M., & Asfani, K. (2014). Instrumen Penelitian. disajikan pada Desember.

Komariah, A. (2019). Metodologi penelitian kualitatif.

Harahap, N. (2020). Penelitian Kualitatif.