

DESIGNING AN E-BANK OF READING EXERCISES OF NARRATIVE TEXTS FOR THE STUDENTS OF GRADE X

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Abstract: This current research was conducted to design a teaching medium for teaching reading on narrative texts for grade X. The methodology applied in the research is a 'design research methodology' covering three phases: Preliminary Research; Design Phase; and Assessment Phase. Based on interview with the teacher, the needs could be identified as follow: there was no appropriate media used in teaching reading, the books used not sufficient for students to practice, e-bank can be applied in the class, reading text was needed narrative text, media can used offline, and provide 100 more exercise practice for e-bank. After getting information about the needs, the product was designed and developed based on them. After the prototype was created it was then validated by an expert. In general, the expert's evaluation was concerned with: the grammatical error and adding more questions about main idea and generic structure. Besides it was also suggested to add sound in the text. The final stage was done through an assessment by the teacher (the end user of the product). The benefit of this research is to make it the teacher have alternative teaching materials and easy to access because they are too easily accessible via mobile phones. And also the students can use in practicing various questions about reading narrative text more easily.

Keywords: *Need Analysis, Reading Comprehension, E-Bank of Narrative Text*

A. INTRODUCTION

In the era of revolution 4.0, known as the era of digital literacy. Hague et. al (2010) states that in the context of education, good digital literacy also plays a role in developing one's knowledge of subject matter by encouraging student curiosity and creativity (p.31). Digital technology help teacher to find the other references for teaching the students, especially find out the materials.

Unfortunately, many schools still use conventional media (book) to apply in the classroom. Books are only be conveying face-to-face learning, especially in teaching reading. Reading is not only looking and pronouncing words in the text but also comprehending all the components of a text. It means that students need some time to comprehend the text. To do so, the teacher should provide sufficient time for them to read. However, the teachers may often find limited time to teaching reading. Since limited time becomes the problem, there would be problem.

The same problem happened in MA “X” at X grade students. It can be seen from the results of the preliminary study, based on the interview with the teacher (Nov 28, 2019), it was found that the teacher did not have enough time when teaching reading the students. The teacher did not try to use media to make reading activities efficient. The teacher only used handbook as one of the conventional media in teaching reading. As long as the use of

handbook consumed much time, learning reading was not effective. As a result, the students found difficulties in comprehending the text.

Because of the limited time the teacher had and made the teaching reading not effective, the researcher would design electronic media that would be useful for teaching reading. The electronic media is an e-bank of narrative text. E-bank of narrative text is a collection of various reading narrative texts which included the text and with some questions about the text. This e-bank would install on a smartphone as an application. By using the e- bank of narrative text, the teacher expected have alternative teaching materials and easy to access because they are too easily accessible via mobile phones. And also the students can use in practicing various questions about reading narrative text more easily.

Based on the background above, this study would like to investigate: What instructional needs is needed to be developed as an e-bank of narrative text? How should the appropriate e-bank be developed based on the needs identified? How is the teacher’s assessment of the media developed?

B. REVIEW OF RELATED THEORY

Needs analysis is an information gathering process. Need analysis used to find or describe instructional needs before design the materials. According to Morrison et al. (2004), “The instructional design process begins with the identification of a problem or need” (p.31). Iwai et al. (1999) define formal needs analysis is relatively new to the field of language teaching. However, informal needs analysis have been conducted by teachers in order to assess what language points their students needed to master (p. 13).

Klingner et al. (2007) states that reading comprehension is the process of composing meaning by coordinating each word that is read, have world knowledge, and fluency (p.2). It refers to the ability in interpreting the words, comprehend the meaning and the relationships between concepts conveyed in a written text. Brown (2004) explains when teaching reading the teacher should be choose an appropriate method to teach the students which depends on the specific goals of the reading (p.70).

Media is tools for expressing materials and information about learning. Akker (2013) states that there are three phases in designing media. Firstly, preliminary research, the needs for developing teaching and learning media will identify included the objectives of creating the product. The identification of the needs will focus on student’s instructional needs. Secondly, the design phase, the identification of the needs of the result from preliminary research, will be the information of designing teaching and learning media. After the design, the product will be validated by an expert to find out an evaluation and suggestion. Thirdly assessment phase, designing the product will get the evaluation of product development. The results of the development of the product will be implemented in a small group to find out the teacher’s and students’ responses to used revise (if any) and then refine the product.

Pardiyono (2007) define narrative is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to reader (p.9). Anderson

and Anderson (1997) explains the generic structures of narrative text are Orientation, Complication, Evaluation, Resolution, and Reorientation (p.8). Language Features of Narrative text are past tense, adverb of time, time conjunction, specific character, action verbs, direct speech. The types of narratives are fable, legend, fairy, science fiction story, short stories, parables and novel.

Anttila et al. (2012) clarify digital learning as a digital tools to obtain digital teaching materials for online or offline learning activity through wire or wireless networks (p.427). E- bank refers to question bank which a collection of questions forms a question bank. It allows to create, preview, and edit stored questions. Question banks can store questions within

categories. The categories can be limited to being used on the site, course, or quiz level. The questions stored in the question bank can be reused in different quizzes and lessons.

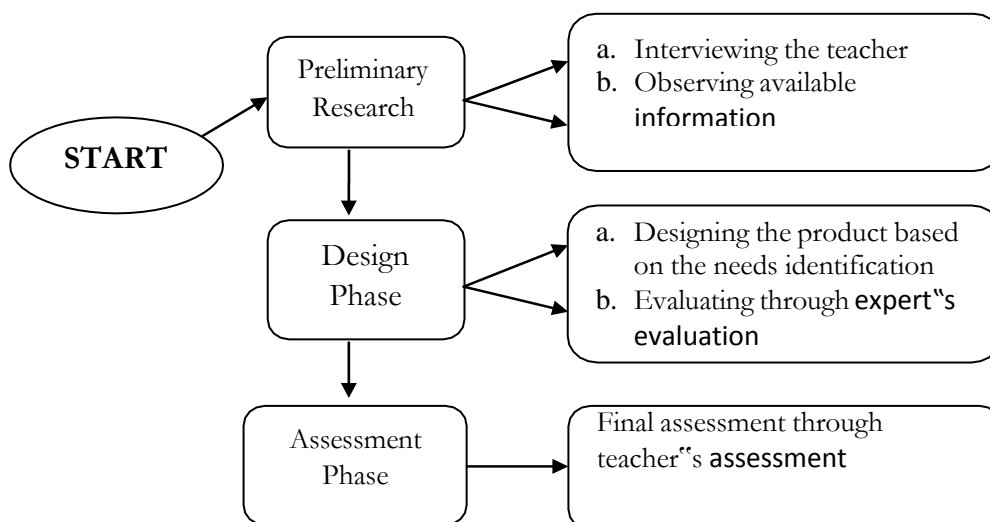
In this previous studies, there are some researches concerning the development of teaching media, one of them is Baliu et al. (2017) entitled The Use of Smartphone in Developing Students' Reading Comprehension from Perspective of Gender Differences. The study developed a teaching media „Smartphone“ for teaching reading. The research applied experimental approach. The results of the research were (1) The students' reading comprehension that have been taught by using Smartphone is better than students' reading comprehension which taught without using Smartphone; (2) there is an interaction between using Smartphone toward students' reading comprehension; (3) there is a difference of students' reading comprehension between male students who use Smartphone and do not use Smartphone; (4) there is a difference of students' reading comprehension between female students who use Smartphone and do not use Smartphone. The applying appropriate model of teaching gave the significant influence towards students reading comprehension.

Another research was conducted by Chee et al. (2017) entitled Effectiveness of mobile learning application in improving reading skills in Chinese language and towards post- attitudes. The research designed used quasi-experimental study. The results of the research were show students were easier, and more prefer to learn the skills of reading with the use of smartphone applications in teaching and learning process if compared to traditional method.

C. METHOD

This current study was a design based research. The media would be developed based on the theory proposed by Akker et al. (2013) design based research consists of systematic study of designing, developing, and evaluating interventions, such as teaching and learning materials (p.11). Instructional design models consisting of three phases: Preliminary Research; Design Phase; and Assessment Phase (p.30).

Figure 1 Flow Chart Adapted from Akker's Theory



The respondents of this research there are two, they are the English teacher became the respondent in the preliminary research and in the assessment phase. Then the expert became the respondent in the design phase.

To collect the data, the researcher used three instrument. Firstly, interview guide was used in preliminary research and the questions concern with exploring information about what instructional needs. Secondly, questionnaire 1 was used in the design phase for the expert's evaluation and questionnaire 2 was used in the assessment phase for the teacher's assessment. Thirdly, observation note was used in the preliminary research for observing the syllabus.

The data from this research are in the preliminary research, the data were in the form of teacher statements related to the instructional needs and reading materials. The sources of data were the English teacher and the syllabus. In the design phase, the data which were got from the expert's validation were the result of evaluation showing some weaknesses or inappropriateness of the prototype. The source of data was the expert. In the assessment phase, the data were in the form of teacher's assessment related to the e-bank developed. The source of data was the English teacher.

Techniques of Data Collection in the Preliminary Research: Interviewing the teacher to find out the instructional needs, observing the syllabus to find out the informations, topic, materials. In the Design Phase: Listing of student's needs, listing of any information from syllabus to design the materials, giving questionnaire to the expert for evaluating the product, identifying the expert's evaluation. In the Assessment Phase: Giving questionnaire to the teacher for assessing the product, teacher giving assessment related to the product.

Techniques of Data Analysis in the Preliminary Research: Analyzing the result of interview with the teacher, analyzing any informations on syllabus, in the Design Phase: Analyzing of students' needs, analyzing of any information from syllabus to design the materials, creating the prototype, evaluating the e-bank to the expert, revising the prototype media. In the Assessment Phase: Analyzing the teacher's assessment for the product.

D. RESULTS

Based on the analysis it was found that the students made errors related to the use of cohesive devices in their writing. The errors could be classified into the following: transitions, pronoun references, and repetition of key nouns. The detailed description of the errors would be explained as below.

1. Preliminary phase

1.a. The needs for developing electronic media for teaching reading

The first step was preliminary reseach for identifying the instrutional needs as the basis for developing the media. From an interview with teacher, the needs for a teaching media were identified as follows.

Table 1. Result of the Students' Needs

No.	Aspect	Needs
1.	Developing of electronic media	<ol style="list-style-type: none"> 1. Students need sufficient media to be used in teaching reading 2. Students need more practice 3. Students need electronic media in the classroom
2.	Topics to incorporate in the designed media	<ol style="list-style-type: none"> 1. Students need to learn more about reading text of narrative text 2. Students need to learn more types of narrative texts (e.g., fable, legend, myth and fairytales)
3.	Features of the media	<ol style="list-style-type: none"> 1. Students need offline electronic media 2. Students need provided 100 or more exercises 3. Students need learning materials 4. Students need reading texts and exercises (multiple choices) 5. Students need answer keys and discussion 6. Students need test scoring 7. Students need list of vocabulary 8. Students need animation 5. Students need colorful display to make it interesting

The teacher was interviewed. The information extracted was about any information needed to be included in the development of media. In this step, three questions were delivered. Firstly, the teacher was asked about what media the teacher used in teaching reading besides using books. The teacher explained that in general there is no sufficient media to be used in teaching reading.

Secondly, the teacher was then asked about how sufficient were the reading materials that were present in the book to practice reading. In her opinion, the book was not sufficient for the students to practice because it only provided twenty five exercises which were not sufficient for the students to practice reading.

Next, for the third question about the teacher's opinion of the application of electronic media in the classroom, especially the use of E-bank, the teacher gave a statement that the such medium can be applied in her class and would be interesting.

1.b. Topics to incorporate in the designed media

Two steps were used: interviewing the teacher and observing the available syllabus. In the interview with the teacher, the information extracted was about the topics needed to be included in the media. In this case, two questions were delivered. Firstly, the teacher was asked a question about the genre of reading texts which was needed to design the learning medium.

There were two genres of reading texts that were taught in the even semester at X grade, i.e., recount texts and narrative texts. The teacher explained that between the two genres, the narrative texts need more teaching media because there are a lot of kinds of texts that can be classified as narrative text which may make the students feel bored and uninterested. Because of the lack of teaching media, the students only rely on the book by reading and doing the exercises presented in books.

The teacher also explained that the students only learned one type of narrative text. Besides, she also stated that the book only had black and white color, only texts, and rarely had pictures in them. It was boring and uninteresting for students.

Secondly, after knowing the genre of the reading text needed, the teacher was then asked about the types of narrative text that will be incorporated into the would be designed media. In the narrative text there were several kinds of texts, e.g. Fable, legend, myth, folktales and fairytales. All of them were important to learn. The teacher stated that in the even semester, the students only learned about legend. The other kinds of texts (fable, legend, myth and fairytales) were not learned.

The next step was observing the available syllabus. In the syllabus, the information obtained was about the main subject matter needed to be entered into the media related to materials of narrative text.

Table 2 The Syllabus of ten grade for teaching English in narrative text

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p>	8 jam pelajaran	<ul style="list-style-type: none"> Buku kerja bahasa Inggris kelas X untuk SMA/MA/SMK/MAK Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif.	<p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. 	<p>struktur teks dan unsur kebahasaan dalam teks naratif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai. 		

From the syllabus above, it could be explained that the students had to master of narrative text. To achieve the basic competence, the students must be able to distinguish the social function related to entertain the reader with the story of legend, fable, myth, and fairytales, generic structure related to orientation-complication-resolution-re-orientation, and language features related to past tense, adverb of time, time conjunction, specific character, action verbs direct speech of the narrative texts.

1.c. Features of the media

The teacher was interview. Three questions were delivered. Firstly, the teacher was asked about the number of the exercises in the E-bank. The teacher explained that in as many questions as possible can be incorporated in the media, 100 or more questions will be better for students to practice more.

Secondly, the teacher was asked about whether the media should be offline or online. The teacher suggest that electronic media should be offline because the location of MA “X” is in the mountainous area that had poor internet connection, so they would be less effective when used online.

Thirdly, the teacher was then asked about how the appearance of the electronic media should look like. The teacher said that, in general, the features of the media should incorporate the following: Learning materials, reading texts and exercises (multiple choices), answer keys and discussion, test scoring, list of vocabulary, animation, and colorful display.

2. Design Phase

The second phase is design phase in “Design Based Phase” (Akker, 2013). In this phase to investigated the process of designing E-bank of Narrative. The design process was conducted by two steps. Firstly, the media that designing were the content of each materials along with different features of E-Bank of Narrative Text. Secondly, after the researcher designing the media, it was validated to the expert for preparing teaching media and ready for being assessed by the English teacher.

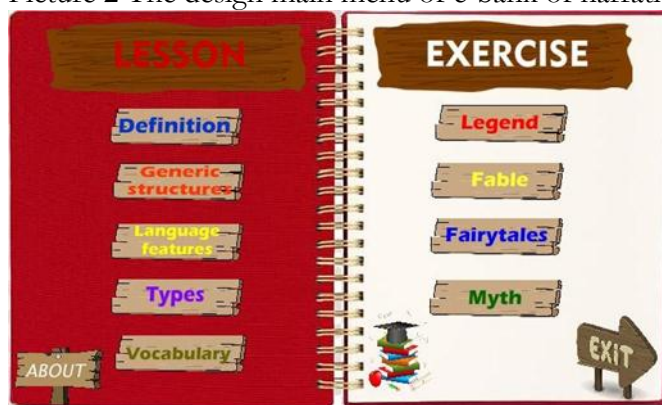
E-Bank of Narrative Text was design from the Adobe Flash Professional CS6 application which is installed on computer. The content of E-Bank of Narrative Text there is collection of various reading narrative text which including the text and with some questions about the text based on the identification instructional needs. There were four types of narrative texts (i.e., legend, fable, fairytales, and myth), they were multiple choice exercises. The result of prototype was as follows:



Picture 1 The front view design of e-bank of narrative text

When first opening this application, the following display will appear can be seen on picture 1. The design of the application the researcher used the colorful and also combining between pictures, background and the title "e-bank of narrative text" in the beginning of opening the application to know that the application contains a collection of reading and question of narrative text.

Picture 2 The design main menu of e-bank of narrative text



Based on the picture 2, there were two main menu choices, namely "lesson" and "exercise" to make it easy to know the contents of the e-bank. The menu "lesson" included five sub-menus that contain learning materials from the narrative text. The menu "exercise" includes four sub-menus that contain reading texts and multiple-choice exercises. The first sub-menu of "lesson" is "definition" that contain the definition of narrative text. This definition was taken from the (<http://duoulala.blogspot.com/2013/07/>).

The second sub-menu was "generic structures" contain four generic structures of narrative text namely Orientation-Complication-Resolution-Re-orientation with the explanation of each. Generic structure material taken from (<http://duoulala.blogspot.com/2013/07/>).

The third sub-menu was the language features containing six language features of narrative text and also some examples. The language features were taken from (<http://britishcourse.com/2017/12/>).

The fourth sub-menu were „types“ that include five types of narrative text namely fable, myth, fairytales, legend, and folktales. Each type was given an explanation and

examples. The types of narrative text were taken from (<https://www.yuksinau.id/narrative-text/2020/03/>).

The last sub-menu was vocabulary which list of vocabulary from several reading texts of each types of narrative text, e.g anxious, burst, bury, etc. It used to make easy to know the meaning of vocabulary that unknown.

Then menu "exercise" contain several multiple choice exercisess of narrative text from fourth types. Firstly was legend contain five level, secondly was fable and also had five level test, thirdly fairytales had five level, and the last was myth had four level. In

main menu there was icon “exit” used to leave from the application. While icon “about” used as the identity of the application designer.

Picture 3 The design menu of legend



When selecting sub-menu “legend” there will be five level as can be seen on picture

3. Legend have level 1–5 that contains a collection of multiple choice exercises of narrative text about legend. Level 1 contains 1 reading text and 5 multiple choice exercises with A, B, C, and D answer options. Each correct answer will get score 20. Level 2 contains 2 reading text and 10 multiple choice exercises with A, B, C, and D answer options. Each correct answer will get score of 10. Furthermore Level 3 contains 2 reading text and 10 multiple choices test with A, B, C, and D answer options. Each correct answer will get score of 10. Level 4 contains 4 reading text and 20 multiple choice exercises A, B, C and D answer option, Each correct answer will get score of 5. The last Level 5 contains 6 reading text and 25 multiple choice exercises A, B, C, and D answer options. Each correct answer will get score 4. The design have background and icon “home” is only used to go back to the main menu.

Picture 4 The design menu of fable

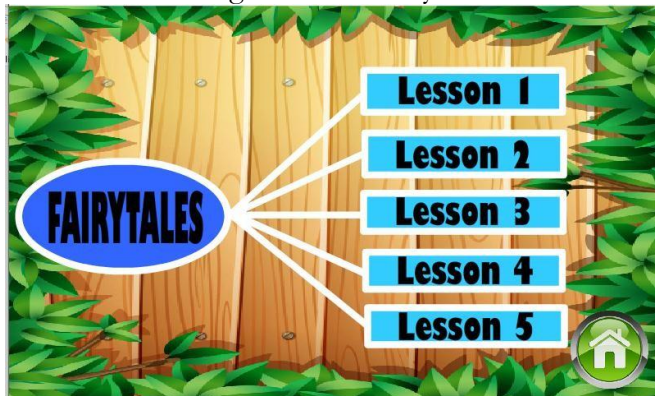


As can be seen on picture 4.4, when selecting the sub-menu “fable”, there will be five levels. Level 1 contains 1 reading text and 5 multiple choice exercises with A, B, C, and D

answer options. Each correct answer will get score of 20. Level 2 contains 2 reading texts and 10 multiple choice exercises with A, B, C, and D answer options. Each correct answer will get score of 10.

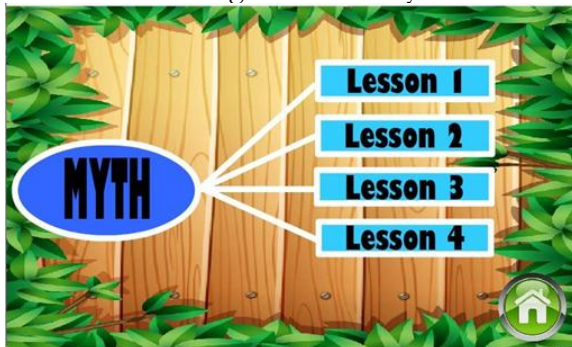
Level 3 contains 2 reading text and 10 multiple choices test with A, B, C, and D answer options. Each correct answer will get score of 10. Level 4 contains 5 reading texts and 20 multiple choice exercises with A, B, C and D answer options. Each correct answer will get score of 5. The last Level 5 contains 5 reading texts and 25 multiple choice exercises with A, B, C, and D answer options. Each correct answer will get score 4. The design have background and icon “home” is only used to go back to the main menu.

Picture 5 The design menu of fairytales



Picture 5 explains that when selecting sub-menu “fairytales” there will be five levels with a collection of multiple choice exercises. Level 1 contains 1 reading text and 5 multiple choice exercises with A, B, C, and D answer options. Each correct answer will get score 20. Level 2 contains 1 reading text and 10 multiple choice exercises with A, B, C, and D answer options. Each correct answer will get score of 10. Furthermore Level 3 contains 2 reading text and 10 multiple choices test with A, B, C, and D answer options. Each correct answer will get score of 10. Level 4 contains 2 reading text and 10 multiple choice exercises with A, B, C and D answer options. Each correct answer will get score of 10. Level 5 contains 2 reading text and 20 multiple choice exercises with A, B, C, and D answer options. Each correct answer will get score of 5. The design have colorful background and icon “home” is only used to go back to the main menu.

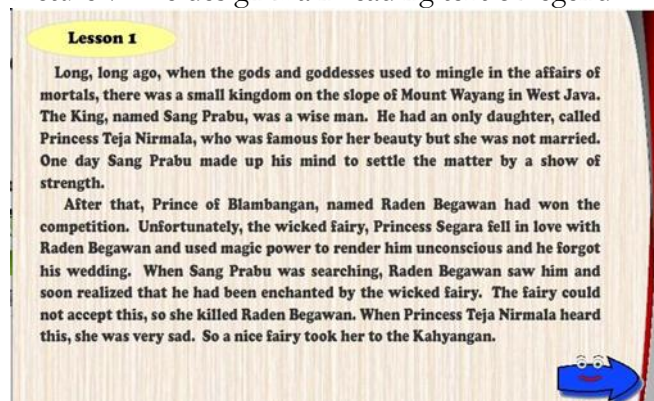
Picture 6 The design menu of myth



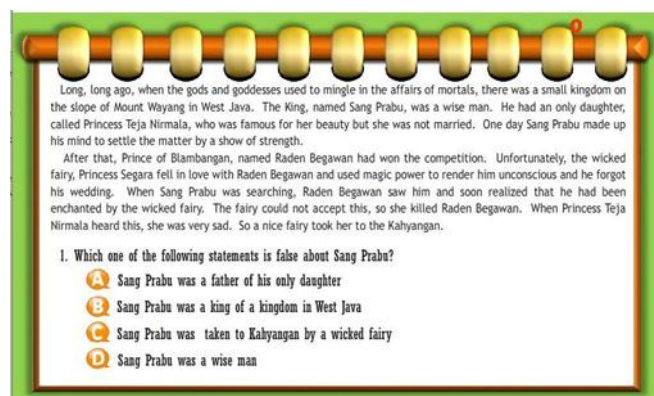
When students selecting sub-menu “myth” there will be four levels. Myth have level 1–4 which contains a collection of multiple choice exercises of narrative text. Level 1 contains 1 reading text and 5 multiple choice exercises with A, B, C, and D answer options. Each correct answer will get score 20. Level 2 contains 1 reading text and 10 multiple choice exercises with A, B, C, and D answer options. Each correct answer will get score of 10.

Furthermore Level 3 contains 2 reading text and 10 multiple choices test with A, B, C, and D answer options. Each correct answer will get score of 10. Level 4 contains 2 reading text and 20 multiple choice exercises A, B, C and D answer option, Each correct answer will get score of 5. The design have colorful background and icon “home” is only used to go back to the main menu.

Picture 7 The design main reading text of legend



Picture 7 shows that when selecting the menu “legend” in level 1, there will be the main reading text of legend. This text is taken from the internet (<http://englishadmin.com/2018/12/>). The main reading text is based on the social function, generic structure, and language features in syllabus used in the tenth grade. The design has background and icon “next” is only used to go next to the main menu.



Picture 8 The design multiple choice exercises of legend

After selecting the icon “next”, the display can be seen on the picture 8. The display contains text of legend from the main reading text. When the students answer the question, there is no need to return to the main reading text of legend. In one

display, there will be one question from the text and four multiple choice answers. Students must choose the best answer to get a score.



Picture 9 The design of the correct answer

After choosing the best answer, the display can be seen as the picture picture 9, there will be the discussion from the question. The design of the correct answer have happy emoticon and text "good" and also there is a sound give applause as a form of appreciation for successfully answer the question correctly. Icon "next" to continue to the next questions.



Picture 10 The design of wrong answer

Meanwhile, when they choose the wrong answer, a sad emoticon will appear with a text "try again !!" and sound effect "try again". Icon "next" to continue to the next questions.



Picture 11 The design of the final score

When they finish answering all of the questions of level 1, there will be a final score. In the display there are pictures and text “Congratulation, your score is...” as final score. Icon “home” is only used to go back to the main menu.



Picture 12 The design list of vocabulary

In the main menu, when they select “vocabulary” menu, the display will be as picture

12. List of vocabulary taken from reading texts of narrative text to make the students easy to find out the meaning of vocabulary. There are 248 list of vocabulary start from A-Y to help students reading the texts. Icon “next” is only used to go next to the main menu.

2.a. Validation

The validation process of E-bank of Narrative Text was conducted by an expert on 26rd of July 2020. Based on her statement, the design of E-bank of Narrative Text had been suitable for the characteristics of good media. In addition, the results were got some recommendation for revising the product before it was ready to be implemented. The first was about the learning aspects of e-bank. It was about the grammatical errors of the questions on each text. Besides, it should add more questions about main idea, and add more questions about generic structure. The second suggestion was about the

lay out and design aspects of the e-bank. It was suggested to add sound when the text is appearing, it will help students to be relaxed.

After doing revision, all of the content had been fixed. The grammar, questions of main idea, and questions of generic structures were also already fixed. Finally, the result of validation process was stated that E-bank of Narrative Text was ready to be implemented to the students and could be assessed by the English teacher.

3. Assessment Phase

In assessment the E-bank of Narrative Text on 29th, July 2020, the researcher showed and explained to the teacher how the used of media. Before the teacher could be operate the application on smartphone, she must had supporting application to could be used (Adobe AIR).

After showing and explaining how to use of the media to the teacher, the teacher was given a questionnaire to fill out. Teacher assessed that all of the elements include three aspects: learning, learning activity, and layout into the criteria of very good. It could be concluded that E-bank of Narrative Text was appropriate for students in teaching reading.

Based on the English teacher's evaluation related to E-bank of Narrative Text, it was a creative media and also suitable with the students' materials. Related to the media, the students can used e-bank everywhere and everytime. The media can help the teacher in teaching reading, especially in narrative text. The E-Bank of Narrative Text can accessed from link https://drive.google.com/file/d/1_kbx-s-qMmkFcbfs9YBWJLCwJheOXZGG/view?usp=sharing

E. CONCLUSION

One of the common problems in studying English in school faced by the students was reading comprehension. From the interview with the teacher, it was concluded that narrative text was the genre that needed an additional teaching media (in this case an electronic one). Based on the second phase (design of the media), it was concluded that the media designed (the e-bank of narrative text) was appropriate and corresponded to the needs identified. And based on the third phase, it can be concluded that the created e-bank has matched with what the teacher needed as indicated by her final evaluation. In short, it can be concluded that the e-bank can be applied for teaching reading in the school, especially for teaching the narrative texts.

In this case, from 18 errors of cohesive devices, the errors occur because the student chose the wrong word of transitions, chose wrong word of pronoun, and chose the wrong article of repetition.

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