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INSPIRATION

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Daftar Isi

DEVELOPING ANDROID READER-RESPONSE-STRATEGY-BASED READING MATERIAL IN RELATION TO CHARACTER BUILDING

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Abstract: *The aim of this study was to develop a set of Android Reader-Response-Strategy-based reading material in relation to character building, it reflected five main character values proposed by National Education Ministry. This study was conducted based on ADDIE (Analysis, Design, Development, Implementation and Evaluation) development research design. The formative evaluation consisted one to one evaluation, small group evaluation, and field trial. There were three students involved in one to one evaluation, nine students in small group evaluation and a real class in a field trial. The validity was reviewed by expert of content, expert of instructional design and expert of Android application design. The mean validity score of the developed product was 3.37 which was categorized as very highly valid level. The practicality was conducted in one to one evaluation and small group evaluation. The practicality of one to one was 3.31 which was at very highly practical level and the practicality in small group evaluation was 3.28 which was at very highly practical level. The reading test material was categorized as effective. It showed that there were 26 students (89.65%) out of 29 students in reading test exceeded MMC (minimum mastery criterion) which was 70.*

Keywords: Android-based Reading Material, Reader-Response-Strategy, Character Building.

INTRODUCTION

People who often read will be good readers and good readers will be success in school and other areas of life (UNESCO, 2014, p.13). Reading is an important skill to acquire information from written text. Language learning should teach students in reading to acquire and comprehend information from textbooks, magazines, brochures and invitations as learning materials. According to Burt, Peytron and Adams (2003), reading is an important process of obtaining information from written language. Furthermore, Samaranayake and Gabayno (2015) state that reading is an active activity to construct meaning in achieving comprehension. In relation to reading, comprehension is the ultimate goal of all reading, that is the ability to comprehend a whole text underlies

all reading activities (Hans & Hans, 2015, p. 61). In the other words, reading comprehension is how people understand and interpret what they read in an appropriate way (Alshammari, 2015).

The explanations above clearly explained the importance of reading in language learning. Reading achievement in Indonesia was still low and it was showed by Indonesian students' reading achievement. According to Organization for Economic and Development (OECD) in 2013, mean score of reading literacy of Indonesia was 396 while the mean score of participated countries was 496. In addition, the result of PISA 2015 from OECD showed Indonesia was in the 64th from 72 countries with reading score was 397 from 493 as a benchmark. The facts portrayed that students reading achievement in Indonesia was a serious problem.

According to Carter-Jones (1998), reading is interaction with characters. Reading tries to comprehend the characters inside the reading materials. In reading comprehension process, students take illustration of character's behavior from a story. In this case, teacher can put illustration of character education in characters of story. In education context, Lickona (1996) states character education can also be described as a wide tent, covering a variety of approaches to building good character. Character building of students in each education environment means the efforts made by institutions in the context of the formation of the character of the students (Kamaruddin, 2012, p. 225). In 2013 curriculum, Indonesia has implemented three main domains in education. They are cognitive, affective and psychomotor domains. It means that education is not only knowledge but also a good character. Therefore, the education emphasizes on national characters: spiritual, honesty, discipline, perseverance, creativity, independence, curiosity, reading interest, responsibility, appreciation, friendliness, love of peace, democracy, social awareness, tolerance, nationalism, patriotism, environmental awareness. Those character values are expanded from 5 main characters: relate to God, relate to self, relate to others, relating to the environment and relate to the nation (National Education Ministry, 2010).

The Importance in serving character education in reading material was shown by the fact of students' moral degradation in Indonesia. There were many cases of wickedness done by students. The survey of National Narcotics Board (BNN) in 2014 revealed 22% of narcotics consumers were students of senior high schools. Furthermore, The Indonesian Child Protection Commission (KPAI) in 2016 showed 441

cases of students' brawl happened in Indonesia. The facts remind that students' morality was decreased, it happened due to less character education at school. In order to decrease wickedness done by students, it was needed to insert character education immediately in reading material.

In inserting character education to reading material, teachers can plan an effective lesson about character education in reading material related to curriculum objective (Lickona, 1991, p.253). Relate to curriculum objective of eleventh graders, students of the senior high school must be able to comprehend narrative text and share information from narrative text. The narrative is to amuse, entertain and to deal with an actual or vicarious experience of characters in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Wardiman, 2008, p. 98). The eleventh graders of senior high school must be able to comprehend character value from the sequence of generic structure of narrative text. Teachers also have a chance to develop reading material and reading strategy in teaching the narrative text adapted to 21st century learning.

In the 21st century of learning, both teachers and students should adapt to digital media. Generally, narrative text is written in paper-based and it is a chance to develop narrative text in digital-based. Digital based on mobile reading initiatives may have more impact than traditional, paper-based interventions (UNESCO, 2014). UNESCO (2014) shows the estimated 7 billion people on Earth, over 6 billion now have access to a working mobile phone. The statistics has relation to the 21st century teaching and learning, students were already used technology as part of daily life and increasingly expected to use it daily school (BECTA, 2010). In relation mobile phone in teaching reading, bringing new technology in classroom created innovative learning media in teaching reading. According to Yuntoto (2015), developing learning media as mobile-based can increase students' attention to learning process. Easier way is in accessing learning media will make students are often to open learning material outside of classroom to review their material. It can be denied that everybody has and brings mobile phone everywhere. Technology developed quickly and it was shown developing of mobile operating system such as Android. In short, developing mobile phone as learning media increased students' attention, made students easy to access learning material and made students were not bored reading text.

It was inferred that teaching English not only transferring knowledge but also attracting students to learn. Reading materials should not come from a textbook, the teacher used authentic materials in teaching English or teacher can develop reading

material to make students attract to read such as digital reading material. In this case, teacher should prepare, teach and evaluate reading material. The teacher should be innovative to take students intention in reading thus students had meaningful learning process. In addition, teachers should be aware of technology development in students' daily life and it can be used as learning media. Professional teachers should be able to develop global perspective material in using technology because students should have current experience in the learning process. According to Abukhadrah (2016, p. 35), education needs educators who can develop a global perspective on issues, decision-making, and solutions within their own profession of teachers' education.

For this reason, this study was to develop a set of valid, practical and effective Android Reader-Response-Strategy-based reading material about narrative text in relation to character building and this study invited students to have innovative, joyful and meaningful learning process with exploring student's response to text to build character from reading and facilitate students' learning media with using Android-based reading material.

METHOD OF THE STUDY

Development research method was used to develop Android Reader-Response-Strategy-Based reading material in relation to character building. According to Latief (2014, p. 171), educational research and development is a research aimed at developing educational products, like curriculum, syllabus, textbooks, instructional media, modules, assessment instruments, etc. Further explanation of background reason in development research is the classroom problems related to educational products. The problem might occur because, for example, the available textbook is out of date; it is not appropriate anymore to the recently growing theory of language learning, it does not accommodate the latest curriculum, or the students' learning achievement is not as high as expected. Seels and Richey (1994, p. 127) state development research is the systematic study of designing, developing and evaluating instructional programs, processes, and products that must meet the criteria of internal consistency and effectiveness.

In developing reading material, this study used ADDIE model of development research design with 5 stages: Analysis, Design, Development, Implementation, and Evaluation. ADDIE model was chosen the systematic stages of ADDIE was suitable for developing digital-based environment. Design and development stages in ADDIE

model is sequence stages as the character in digital-based environment needed in designing of paper-based and continued in developing of Android-based.

FINDING AND DISCUSSION

A. FINDING

Analysis Phase

Document Review & Available Reading Material Analysis

In this phase, instructional design of eleventh graders was analyzed in 2013 curriculum. The eleventh graders learned about the narrative text in basic competence 3.5 and 4.5 in form of short story and biography. Available reading material analysis of narrative text was in 1st semester and 2nd semester government books of eleventh graders, a supplementary book entitled "English for a Better Life" published by Pakar Raya and a worksheet published by Citra Pustaka. Teachers of English eleventh graders used books from the government as a compulsory book in 2013 curriculum, a supplementary book entitled "English for a Better Life" in school-based curriculum and a worksheet.

The character building was analyzed based on the character values proposed by Ministry of Education (2010). The character values were categorized into five main categories of character building: relate to God, relate to self, relate to others, relating to the environment and relate to the nation. The main categories of narrative texts in character building were classified from the schematic structure of narrative text proposed by Knapp and Watskin (2005).

The presence of character values was various from ten narrative texts of available reading materials which were from the 1st semester and 2nd semester books in 2013 curriculum, a supplementary book in school-based curriculum and a worksheet. The five main categories of character values were represented from ten narrative texts. It meant ten narrative texts had given character values relate to God, relate to self, relate to others, relating to the environment and relate to the nation. The narrative texts commonly substituted from a supplementary book and a worksheet and it could be stated that compulsory books from government put limited narrative text.

The character values which were emerged from ten narratives text represented eleven characters: spiritual, honesty, perseverance, independence, curiosity, love of peace, social awareness, tolerance, nationalism, patriotism and environmental awareness. It stated that only 61% of eighteen character values proposed by the ministry of education and culture emerge from available reading materials. There were

additional character values which emerged from ten narrative texts: carefulness and confidence.

Students Reading Level Analysis

Reading level analysis was used in order to measure the level of students' reading level and the result of students' reading level was used in developing narrative text in Android-based. In this analysis, Jennings Informal Reading Assessment was given to students which included text level pre-primer, primer, 1, 2, 3, 4, 5, 6, 7 & 8. The results of this analysis were described as follow:

The Distribution of Students' Reading Level

Text Level	Reading Stage					
	Frustational (Correct Number =≤5)		Instructional (Correct Number 5 ½ - 6 ½)		Independent (Correct Number 7-8)	
	NOS*	%	NOS*	%	NOS*	%
Level Primer	0	0%	7	24.13%	22	75.86%
Level 1	6	20.68%	10	34.48%	13	44.82%
Level 2	8	27.58%	16	55.17%	5	17.24%
Level 3	19	65.51%	7	24.13%	3	10.34%
Level 4	24	82.75%	5	17.24%	0	0%

Based on the distribution of students' reading level above, it can be seen that students were in independent stage (75.86%) for text level primer and (44.82%) for text level 1. For text level 2, students were (55.17%) in the instructional stage. While for text level 3 and level 4, students were in frustration stage with (65.51%) and (82.75%). In short, it could be concluded that students' reading level was in level 2 since the highest percentage of the instructional stage was in level 2.

Design and development phase

Content of Developed Reading Material

In design dan development phase, there were two developed reading materials in a set of Android Reader-Response-Strategy-based reading material. The first was a reading material for reading practice and the second was a reading material for reading test. The developed reading materials were developed based on the available reading material about narrative text. The result of the available reading material analysis showed there were ten reading materials about the narrative text from three books and a worksheet which were used by eleventh graders. The content of developed reading material followed five main character values proposed by The Ministry of Education in 2010: relate to God, relate to self, relate to other, relate to the environment and relate to the nation. The writer selected five narrative texts for both

reading material for reading practice and reading material for reading test which reflected five main character values. The selection procedure followed the most character value referred to the main character values of character education. Reading level was adjusted to the scaffolding component values of character building which was started from relation to God, relation to self, relation to other, relation to environment and relation to the nation. The result of selection reading material was described below:

Table. 2
The Narrative Texts for Reading Practice

No	Character Building	Title	Reading Level
1	Relate to God	The Enchanted Fish	Primer
2	Relate to self	The Hanging Man	1
3	Relate to other	King Rock & Vernon Castle	2
4	Relate to environment	Magetan Land, East Java	3
5	Relate to nation	Life & Times of Ki Hajar Dewantara	4

The selected narrative texts for reading practice were adjusted to students' reading levels by changing text statistics (number of sentences, number of words and number of complex words). Then, the adjusted texts were calculated to readability tool online (www.webpagefx.com) to determine reading level whether had been suitable for students' reading level. Furthermore, the level of the texts followed the process of constructing character building which was started by character value was relate to God, relate to self, relate to other, related to the environment and relate to the nation.

Developed reading material for reading test was selected from available narrative texts and substituted from other sources to complete five main characters building. Substituted narrative texts were done because character building relates to God, relate to the environment and relate to the nation were not available in the available reading material. Readability of substituted narrative texts was calculated based on the level of main character building. The result of selection reading material for reading test was described below:

Table. 3
The Narrative Texts for Reading Test

No	Character Building	Title	Reading Level
1	Relate to God	God Sees The Truth, But Waits	Primer
2	Relate to self	The Last Leaf	1

3	Relate to other	The Woman and The Wolves	2
4	Relate to environment	Chintu and Pintu	3
5	Relate to nation	RA Kartini	4

Android-based Reading Material

In this phase, the developed reading practice material and reading test material was developed in form of Android-based design. In this Android-based design, the writer conducted five narrative texts with main categories of character building: relate to God, relate to self, relate to others, relate to the environment and relate to nation accompanied with Reader-Response-Strategy guiding questions.

The reading practice material was packed in five application of five narrative texts from developing design and block in App Inventor. In developing this product, MIT App inventor did not allow to use more than ten screens and five megabytes (5Mb) packing file and in order to make an adaptation, writer developed five narrative texts into five application. Reader-Response-Strategy guiding question was followed the narrative texts. There were seven questions of Reader-Response-Strategy in a narrative text and the questions represented for responses of describing, engaging, conceiving, explaining, interpreting, connecting, judging.

Reading test material was developed in Android-based accompanied by Cloud Computing with Google Cloud Engine services. The first stage was deploying Cloud Computing in creating Appspot and the second stage was implanting App spot in MIT App Inventor. There were seven questions of Reader-Response-Strategy in a narrative text. Students had to connect to internet access to deliver their answer to the teacher in Appspot.

In Cloud Computing access, students delivered their answers directly with their smartphone to Appspot server. In the Appspot server, the teacher received students answer with computer browser and visit Appspot address of students. There were 29 App spot addresses. It meant an Appspot address belonged a student answer.

Implementation

Expert Validation

In validating this product, three experts validated this product in content, instructional design and product design. In term of content (i.e.: English) the expert reviewing this product was a lecturer of English education study program with high TOEFL score. There were some suggestions which needed to be paid attention were:

(1) Converted texts should be lengthened not to short; (2) Character values should be deepened from the texts. After reviewing the product, the expert of instructional design declared that the product was valid with revision. The average score content validity (i.e.: English) was 3.27 which was at very highly valid level. It can be concluded that a set of Android Reader-Response-Strategy-based reading material was valid in content and categorized as very highly valid level.

Then, In term of construct validity (i.e.: Instructional Design), the expert reviewing the product was a lecturer of English education study program with expertise in instructional design including 2013 curriculum. There were some suggestions which needed to be considered were: (1) The material presentation should adjust with student smartphones type and screen size; (2) The font and layout should be consistent; (3) Time allocation of each activity should be considered; (4) Enrichment and next version of product were needed. After reviewing the product, the expert of instructional design declared that the product was valid with revision. The average score construct validity (i.e.: Instructional Design) was 3.44 which was at very highly valid level. It can be concluded that a set of Android Reader-Response-Strategy-based reading material was valid in Instructional Design and categorized as very highly valid level.

In term of product design (i.e.: Android Application) the expert reviewing the validity of this product was a lecturer of education technology study program with expertise in technology as media of learning. Additional suggestions from the expert product design during the validation process focussed on MIT App Inventor limited features.

In software aspect of validation sheet, it showed that the product was very easy to install, run well and had shown as learning media. The product was only ten MegaByte and it was very easy to install and used by students. In usability aspect, the expert judged the product was very easy to use, could be as supplementary reading material and deserved to publish in Play Store.

After reviewing the product design, the expert of Android Application declared that the product was valid without revision. The obtained score was calculated and interpreted into validity categorization. The average score of validity of product design (i.e.: Android Application) was 3.3 which was at very highly valid level. It can be concluded that a set of Android Reader-Response-Strategy-based reading material was valid in product design (i.e.: Android Application), categorized as very highly valid level and deserve to publish.

One to One Evaluation

In this stage, the developed product was given to three students where one student was low, one student was medium and one student was high English proficiency to know the practicality of developed product. The time allocation of one to one evaluation was two meetings and every meeting was 90 minutes. The first meeting, the writer explained: (1) how to download and install developed product; (2) how to use developed product included navigation and connection; (3) how to compare their answer. The second meeting, the students installed and read the reading practice material on their smartphone. After reading, the practicality questionnaire was distributed to determine the practicality score of developed product from (1) the match between reading material and students' characteristic; (2) material presentation; (3) exercises and evaluation; (4) attractiveness of reading material. The obtained score was calculated and interpreted into practicality categorization. The average score of practicality in one to one evaluation was 3.31 which was at very highly practical level. It can be concluded that Android Reader-Response-Strategy-based reading practice material was practical and categorized as very highly practical level.

Small Group Evaluation

Small group evaluation was conducted to determine the practicality of developed product. The developed product was given to nine students where three students were low, three student were medium and three student were high English proficiency. Small group evaluation was as same as one to one evaluation activities but small group evaluation consisted nine students and one to one evaluation consisted three students. Time allocation of small group evaluation was 90 in two meetings. The first meeting was explaining how to use and download developed product. The second meeting was reading and comparing answer. After two meetings were conducted, practicality questionnaire was distributed to determine the practicality score of developed product. The obtained score was calculated and interpreted into practicality categorization. The average score of practicality in small group evaluation was 3.28 which was at very highly practical level. It can be concluded that Android Reader-Response-Strategy-based reading practice material was practical and categorized as very highly practical level.

Evaluation

In evaluation phase, field trial was conducted in a real class of eleventh grade students of SMAN 4 Lubuklinggau with 29 students. The students participating in One

to One Evaluation and Small Group Evaluation were not involved in this phase. Reading test material was delivered to determine the potential effect of developed product to students criteria minimum mastery. From the result of reading test material, the developed product was effective. It showed that 26 students (89.65%) out of 29 students in reading test accomplished the minimum mastery criterion was 70.

In relation to character building, the students' answers showed students' moral knowing and moral feeling. In term of moral knowing, students wrote *"The story teach us about patient in the best way to face problem in our life"*, *" It tell us to help each other"*, *"We have to keep our forest and do no cut illegally"* and *"We never give up to reach our dream"*. Those statements showed students comprehension about moral value inside texts. Students were able to put themselves in moral knowing stage of character building. In the next stages of moral knowing, *"Yes, i'm moslem and my religion teach us to be better and it will make us to be better person"*, *"I feel what she feel and we should be optimis person"* and *"I do not agree with the mother because as mother children are everything"* were written by students. The statements indicated students expressed what they felt and what should they do if they should face the condition.

In conducting this study, the writer realized that time in conducting this study was the most obvious limitation. The writer had not finished in measuring the potential effect of developed product. As follow up, the writer expected that a set of Android Reader-Response-Strategy-Based reading material can be measured continuously by other researchers with involving more students in using developed product.

Based on the result of developed reading material, students paid much attention and participated actively because it was their first experience in having mobile learning. There were enthusiastic and interested in reading every passage both reading practice material and reading test material in relation to character building. Unfortunately, both teacher and students never dig up character value inside narrative text deeply with Reader-Response-Strategy. Then, reading passages provided by government was not match with students reading level and the character value provided by Ministry of Education was not cover eighteen character values.

B. DISCUSSION

The developed product was a set of Android Reader-Response-Strategy-based reading material in relation to character building of eleventh graders. The were some phases that examined to be done in the process of developing reading practice material

and reading test material. The phases was sequence of ADDIE model: analysis, design and development, implementation and evaluation.

In analysis phase, document review showed that the eleventh graders should be able to analyze, understand, capture and represent the values from narrative texts. The core competence and basic competence of narrative demanded students to response narrative texts actively and established students become an active reader. Hans and Hans (2015, p. 65) state a good reader interacts actively with text and a good reader strategies are predicting, connecting, inferring, summarizing, analyzing and critiquing. It was in line with conducting a set of Reader-Response-Strategy-based reading material with guiding questions to stimulate and invite students response actively about character values inside the text. Reader-Response-Strategy invited students understanding in appreciating narrative text (Inderawati, 2007). Therefore, students were able to attain learning objectives in capturing and representing values from narrative text after they actively appreciated narrative text. In teacher side, it was a chance to teacher to develop reading material as mobile reading in mobile learning. UNESCO (2012, p. 15) states teachers need to initiate to use mobile technology in learning.

Available reading material analysis showed there were ten narrative texts from 1st semester book and 2nd semester book of 2013 curriculum as a compulsory book, a supplementary book, and a worksheet. The ten narrative texts had represented five main categories of character values and emerged eleven character values out of eighteen character values proposed by Ministry of Education. In this concern, teacher of English had substituted compulsory books with a supplementary book and a worksheet, however, the character values from ten narrative texts did not represent eighteen character values. It clarified that available reading materials were limited in representing eighteen character values. Reflect a study conducted by Syahbana and Pratama (2017), the result of the study found that the character values from reading material of tenth graders were only thirteen character values out of eighteen character values. It indicated eighteen character values did not emerge in tenth grades and eleventh graders reading materials. According to Lickona (1991), character education has an interrelated part from moral knowing, moral feeling, and moral action. It inferred that the more character values were known by students the more moral action was done by students.

In term of students reading the level analysis, this study portrayed that there were some necessities, lacks and wants. The students' necessities were having good

competence in reading English was important because the national examination questions were predominantly reading texts and students' ability in appreciating texts was important because students should be able to represent values inside the texts orally and in writing. Students' lacks in this study were students reading competence was low, students interest in reading was low because learning media was only conventional and students reading level was low. In term of students' wants, students wanted to learn reading English text with innovative ways and to have a guidance strategy to enrich students comprehension inside English text. The framework of this study was narrowed by students needs analysis and the framework was to fulfill students needs in having innovative learning with mobile technology based on students' characteristic. Need analysis should be in line, relevant to the course and satisfying the learners need (Nation & Macalister, J. 2010, p. 32).

The finding of students reading level analysis was in level 2 since the highest percentage of the instructional stage was in level 2. The discrepancy between students reading level and readability level of the text was high since the highest students reading level was in level 4 and the highest level of the text was in level 13. The discrepancy made the texts were difficult to be comprehended by students. It meant students did not get value inside the texts. In teacher side, Manik and Christian (2016, p.2) state teaching reading is difficult for the teacher if reading materials are not suitable for students' reading level. In this study, students reading level analysis found the students' reading level was in level 2. The reading level of this subject in this study was below than a study conducted by Susanti (2017) in Sungai Lilin, South Sumatera where the students' reading level was in level 4 of tenth graders and a study conducted by Mangaberani (2016) in Pangkal Pinang, South Sumatera where the students' reading level was in level 4 of tenth graders.

In developing Android reader-response-strategy-based reading practice material and reading test material, design phase showed reading materials consisted five narrative texts. Each of them represented a main category of character values. The reading test material had to be subtituted from other sources to fulfill five main categories of character values. In order to complete the five main categories of character values, the adaptation process with substitution reading material will make better teaching resources in attaining learning objectives (Richard, 2005, p. 260). In term of implementation design of reading practice material and reading test material, lesson plan was made as guidance of activities. Lesson planning directs learners to what they will learn and how their objectives will be examined, and it helps teachers to organize

content, materials, time, instructional strategies, and assistance in the classroom (TEAL, 2010).

Development phase described developed reading practice material and developed reading test material in Android-based. In developing phase, five narratives which represented five main categories of character values were implemented in five applications. The limitation of MIT App inventor which only served ten screens for a single application made these reading materials were less practical. In developing reading material, it was needed more screens to access from one text to another text. Furthermore, MIT App inventor served 5Mb (Megabyte) space for single application and saving aia extension for 10Mb (Megabyte). It made the developer of Android-based reading materials had limited access. The same limitation also discussed on MIT app inventor forum (2015). Reading test material was developed with cloud computing in Google Cloud Engine as Platform services. Reading test material was developed by sending students answers directly with internet connection with storage space in Appspot. Cloud computing is a subscription-based service where you can obtain storage space and computer resources (Huth & Cebula, 2011). The computer resources in this study were a teacher of English Appspot account in teacher's computer.

Implementation phase described expert validation, one to one evaluation and small group evaluation. In expert validation, the validity of the developed reading materials were measured. The validity of the product was very highly valid level. It meant the developed reading materials were suitable for content, instructional design, and product design was proper to reach learning objectives. One to one evaluation and small group evaluation conducted practicality of developed reading practice material. The practicality was a very highly practical level where the reading practice material was practical to use. In the other side, the limitation MIT App inventor served ten screens and 5Mb(Megabyte) for a single application, it made reading materials were developed in five applications. It made students should install the applications five times. In short, implementation phase was adequate in evaluating product design with the valid reading material. The importance of review process in evaluation is to ensure the product design was adequately designed (Richard, 2015, p. 209).

The last phase was evaluation phase. The potential effect of reading test material was measured in the evaluation phase. Reading test material was effective since most of the students passed minimum mastery criterion. Duration in conducting evaluation phase was obviously limited since field trial was conducted at once. It showed finite information about the potential effect of developed reading test material.

"teaching material and tests are high quality, have been carefully selected and developed, and regularly reviewed and revised" (Richard, 2005, p.204). In term of character building, students' answer had showed that they acquired moral knowing and moral feeling. It showed narrative texts with education values accompanied with reader-response-strategy guiding questions were able to put students in moral knowing and moral feeling stage in character building. Hopefully, students will apply the education values in moral action or their real life.

CONCLUSION

From the finding and interpretation discussed in the previous chapter above, there were some conclusions written as follows:

First, a set of Android Reader-Response-Strategy-Based reading material was valid in term of content validity, construct validity and product design validity after reviewed by three experts in English, instructional design and Android application. The obtained score was (3.37) which was in very highly valid level.

Second, Android Reader-Response-Strategy-Based reading practice material was practical after giving the reading material into the students in one to one evaluation with the average score was (3.31) and small group evaluation with the average score was (3.28).

Third, Android Reader-Response-Strategy-Based reading test material was effective as reading assessment. It was considered by the result of students' reading test was (89.65%) covered by intended learning of 2013 curriculum.

SUGGESTIONS

Based on conclusions above, there were some suggestions offered to the teachers, students, school and other researchers.

First, the teachers are suggested to have information about students' needs analysis and reading level before they teach reading skill. The teachers also have to dig up character value inside the reading material especially in English lesson to increase the motivation of students in building their character. Teachers should be accustomed to use attractive media especially media in 21st century. "21st century professional development opportunities prepare educators to integrate 21st century skills into learning standards and classroom instruction" (Pacific Policy Research Center, 2010).

Second, students are expected to use the kinds of reading material especially digital-based reading material. Not only provided by their teacher at school, but also found other interesting reading material based on their reading level.

Third, the school especially SMAN 4 Lubuklinggau is suggested to provide training for teachers to develop learning material in digital-based especially Android-based because students were very interested in learning with smartphone and it increased students' motivation. Teacher and education staff professional development have to focus on the using of technology (Bybee & Starkweather, 2006).

Forth, for other researchers who are interested in conducting a similar study, they may want to Android-based instructional reading materials in other types of the genre to increase the students' eagerness in reading texts. In addition, the writer adds some difficulties doing this developed reading materials such as, first, converting text from original text into converted text was not easy; there was an ungrammatical sentence and difficult to find the appropriate word used in the text. Second, It is better to analyze deeper the character value of the text because it will establish students critical thinking. Third, the developed product should be taught in the classroom six until nine meetings in order to make the students understand or comprehend the reading texts. Meanwhile, the writer only twice gave the students instruction in the classroom. Lastly, in designing and developing the product as the Android-based reading material has a limitation in MIT App Inventor as the engine. It will be better to use other engines which have flexible features such as eclipse, Android studio and Xamarin from windows.

Fifth, for government and book publishers, are expected to provide reading materials which fulfill the eighteen character values because the more character values delivered by reading will establish students' character building through reading.

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