BRIGHT VISION

Journal of Language and Education

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STUDENT READING SKILL TRAINING THROUGH THE DEVELOPMENT OF MULTIMEDIA AS A LEARNING DEVICE

Ikhwani

MIN 42 Pidie

Email: ikhwaniandid@gmail.com

Abstract

This study aims to develop multimedia as a learning tool in training the reading skills of islamic elementary school (MI) students. This research uses a research and development (R&D) approach, through a Gall & Borg development study. This research is set in MIN 42 Pidie. The learning model is integrated with various learning tools (multimedia) including student and teacher books, as well as lesson plans (RPP). Based on the data obtained, it is known that multimedia integrated with the inquiry instructional model is effective in improving student learning outcomes rather than without using multimedia. It is proven through t-test statistical testing where tcount (9.98) is higher than ttable (2.00), means that multimedia integrated with the inquiry instructional model has a practical level with a score of 3.39 in the practical category without improvement.

Keywords: Inquiry Learning Model, Speed Reading, Reading Skill.

INTRODUCTION

Reading is an important basic skill that is taught to students from elementary school, starting from the elementary school level, even from kindergarten/RA. On this basis, it is necessary to gradually train students in reading skills. This is important because there are differences in the reading ability of each student, some have high abilities, some have low abilities. In this regard, Manoli & Papadopoulu (2012) argue that basic skills in the form of reading are acquired by students through various periodic and gradual training and learning, so that a high level of success is obtained.

Relevant research conducted by Vongkrahcang & Chinwonno (2016) by discussing basic reading skills, found that reading skills in children (MI students)

increased significantly after receiving training, intervention, supervision and evaluation. The intended result is the average reading ability after the intervention of 2.72, whereas previously it was only 2.54. This shows the important role of training for elementary school students' reading skills.

According to Nurhadi (2008), reading skill is not something that is innate in a person (individual), basic skills of this type must be trained from an early age (and elementary school age) to children. Likewise, educators need to pay attention to students in reasoning in every lesson, including reading. The goal is that effective methods, techniques, strategies and approaches are applied to train students' reading skills. Thus, students are expected to be able to master how to read quickly.

In reading skills, the term effective reading is known quickly (Kamalasari, 2012; Inawati & Sanjaya, 2018: 173-182). This skill is a form of advanced skill that is applied to students. On this basis, it is understood that students will be able to master speed reading techniques effectively, when they are already proficient at basic level reading. In other words, the success of students who are proficient at reading is largely determined by the basic reading skills they have learned before.

This phenomenon indicates that students who are slow to read will find it difficult to follow the learning activities provided by the teacher, they will often be left behind by students who read easily (Joyce & Weil, 2003). Therefore, efforts are needed to improve students' reading skills, with the aim of making it easier for students to follow the learning process to the fullest. Thus, reading skills are also very influential on achievement or student learning outcomes.

The learning model applied by the teacher (educator) in the classroom has a major influence on creating a conducive learning climate for students, especially elementary school students (Fitria, 2010; Nurani, et.al., 2021). One of the effective learning models that educators can apply to students is multimedia-based learning (Wainwright, 2007; Afrianti & Marlina, 2021). Through this model, students are invited to think critically, actively, and enjoy participating in the learning and training process, starting from observing, collecting and processing data, increasing student activity and independence, verbal disclosure, and collaboration.

Furthermore, Sutopo (2012: 104) explains that multimedia simply means 'many media'. This means that learning is done through various learning media, namely text, graphics, interactive video links, audio, video, images, and educational animations. These various forms of media are designed to be used in an integrated manner (one

work unit), in order to produce communicative information between educators and students during the learning process.

In fact, research relevant to reading skills in elementary school students and the development of multimedia as a learning tool has been examined from various previous aspects. Among them are discussing aspects of early reading skills in children (Pratiwi, 2020: 1-8; Fathurohman & Ulya, 2021: 79-87), developing card media to train reading skills in elementary age children (Rumidjan, et.al., 2017: 62-68), development of local wisdom-based android applications to train children's reading skills (Kharisma & Arvianto, 2019), efforts to improve students' reading skills through big book media (Mahsun & Koiriyah, 2019:60-78), and the use of media images and letter cards to improve children's reading skills (Sumantri & Sudana, 2017:1-10). In connection with the literature review, it can be understood that learning carried out by educators inside and outside the classroom must go through the stages of careful planning, especially from the aspect of basic reading skills. This is so that students can get appropriate materials and training for their reading skills from elementary school age.

Looking at the literature review above, it is known that there are many relevant studies regarding this research. Likewise, there are still empty gaps for discussion, namely from the aspect of developing multimedia as a learning tool to train reading skills in elementary age children. Therefore, researchers seek to conduct research on the type of development to train students' basic reading skills, which is summarized in the title, "Development of Multimedia as a Learning Tool in Training MI Students' Reading Skills."

RESEARCH METHODS

This study used a research and development (R&D) approach, aiming to develop effective and practical products as learning media. In this context, the learning media in question is multimedia as a learning tool in training elementary school students' reading skills. This research was conducted from June 2020 to May 2021 at Madrasah Ibtidaiyah (MI).

To find out the success of implementing the learning model, an evaluation is carried out, both formative evaluation and summative evaluation. Formative evaluation is carried out by the developer during the design of the learning model in the design process to support increasing its effectiveness, which is carried out using

one-to-one evaluation, small group evaluation, and field trial evaluation techniques (Gall, et.al., 2003).

Furthermore, a summative evaluation is carried out to determine the effectiveness of the final product of the learning design, in this case it is carried out by other parties outside the learning design developer. For this reason, a field test was carried out using a class that applied this learning model. To see the usefulness of this learning model, the effectiveness of the learning model is tested by conducting statistical tests using the t-test. The instruments used in this study were questionnaires and tests. According to the instrument, the data collection technique used in this study is a test and non-text technique. The test technique is used to obtain data on the effectiveness of learning model products in the form of data measuring students' reading speed.

The non-test technique is used to obtain feasibility data for the developed learning model product (Assingkily, 2021). The non-test technique is in the form of validation sheets, both research instrument validation and developed product validation sheets. Data analysis to see the feasibility of the learning model product is carried out after the required data and information has been collected. The assessment sheet is then given a score, and the average score is calculated, then the appropriate category is determined by comparing it with the eligibility criteria. Testing the hypothesis to see the effectiveness of the inquiry learning model used t-test statistical analysis.

DICUSSIONS AND RESULT

Learning Model Development

The implementation of Indonesian language learning carried out by teachers is still dominant using direct learning using the lecture method, where the teacher conveys the subject matter directly, gives lectures, occasionally asks questions and gives practice assignments to students. During the learning process, group learning has not been maximized. Students have not been actively involved during the implementation of learning, where the communication that occurs is one-way, students look passive as listeners when the teacher delivers learning material in class.

Other findings show that during the implementation of Indonesian language learning in class, teachers apply learning strategies that are less relevant to the

characteristics and objectives of learning Indonesian (Soedarso, 2010). The implementation of learning Indonesian in the classroom does not pay attention to and develops students' speed reading activities and skills. Teachers do not make use of good patterns of learning interaction during learning which can grow and improve learning activities and students' speed reading skills.

Associated with the characteristics of students of class V MI who are eleven or twelve years old. Where the main characteristic of elementary school students at that age is that they display individual differences in many aspects and fields, including differences in intelligence, cognitive abilities, language, personality development and physical development.

From the analysis of academic results, students are classified as having not achieved maximum results. This can be proven from the results of calculating students' Indonesian scores at the end of the semester final exam for the 2019-2020 school year, namely 63.50 which is below the established Maximum Completeness Criteria (KKM). previously set, namely 85.00. This analysis is also supported by the results of interviews with teachers who confirmed that students' academic abilities, especially Indonesian language subjects, were still low and only a few students were able to get good grades at the end of each semester.

Assessment Instrument Development

To measure the achievement of learning objectives, namely students' reading ability, a reading ability test instrument was designed. The test developed in narrative form consists of 263 words. The implementation procedure is that students are given a certain time to read the test and then their reading ability is calculated using the reading speed measurement formula, so that later students' speed reading skills are obtained in minutes or known as words per minute (wpm).

Learning Strategy Development

The development of learning strategies in developing inquiry learning model products refers to the previous stage, namely by paying attention to learning objectives and student characteristics as well as the learning context. In this case, the development of learning strategies in the implementation of learning includes: (1) descriptions of teacher activities, and (2) descriptions of student activities. The display of the components in the learning strategy in the form of learning scenarios

for the development of inquiry learning models is listed in the learning implementation plan.

Development of Learning Materials

The development of Indonesian teaching materials or learning materials for class V MI is contained in the student book which consists of 6 discussion chapters, namely: (1) ecosystems, (2) ecosystem changes, (3) relationships between living things, (4) food chains, (5) energy in the ecosystem, and (d) changes in the environmental balance.

Formative Evaluation Development

Formative evaluation is intended to obtain information that is used as a basis for improvement in terms of improving the quality of the designed inquiry learning model product. The steps taken are as follows: (1) preparing formative evaluation instruments, and (2) conducting formative evaluations which include: (a) expert evaluations, namely evaluations from material experts, instructional design experts, and linguists, (b) assessment face-to-face one to one learner evaluation, i.e. evaluation of three students to see the clarity of the learning process and its feasibility for students and to assess the adequacy of the test used to measure student learning outcomes, (c) small group evaluation, i.e. evaluation of 10 students, and (d) field trials, namely field trials conducted on 30 students (Trianto, 2007).

Instructional Revision

Based on the results of the formative evaluation in the form of suggestions for improvement submitted by experts and students, revisions were made to the inquiry learning model.

Summative Evaluation Development

Summative evaluation aims to see and assess whether the designed learning model is better than pre-existing learning materials. In this case Supriyono & Sugirin (2014:49-64) explains that summative evaluation does not involve designers of learning designs but involves independent assessors. This is one of the reasons for stating that summative evaluation is not included in the learning system design process. The same thing was explained by Muhyidin (2017: 139-146) that summative

evaluation is not part of the learning design process but is an advanced stage of the learning design process.

Model Book Eligibility

Experts who validate the inquiry learning model book are design experts, materials experts, and language experts. The recapitulation of the results of the expert eligibility validation in the first stage of the inquiry learning model book can be seen in Table 1 below:

Table 1. Recapitulation of Model Book Expert Feasibility (First Stage)

No	Expert	Score
1	Learning Design	2,79
2	Material	2,93
3	Language	3,00
	Average	2,90

Based on the data in Table 1, it can be seen that the assessment of the feasibility of the inquiry learning model book expert in stage I obtained an average score of 2.90 and was in the appropriate category.

Feasibility of Implementation of Learning

1. Planning

Experts who provide feasibility validation of the learning implementation plan of the developed inquiry learning model are design experts, materials experts, and linguists. The recapitulation of the feasibility assessment of the learning implementation plan by experts in the first stage can be seen in Table 2 below.

Table 2. Recapitulation of RPP Expert Assessment (The first stage)

No	Expert	Score
1	Learning Design	2,87
2	Material	2,90
3	Language	3,00
	Average	2,90

Based on the data in Table 2, it can be seen that the recapitulation of the feasibility assessment of the learning implementation plan by experts in stage I obtained an average score of 2.92 and was in the appropriate category.

Based on the results of reflection and observation of suggestions submitted by experts, improvements were made to the development of inquiry learning models. The improvements made resulted in the prototype of the 3rd model. Furthermore, the 3rd prototype was tested with the second trial stage to the experts.

Based on Vygotsky's explanation above, it can be understood that the use of inquiry learning models in learning can stimulate higher mental functions so it is hoped that students' speed reading skills will increase. This is because the concepts and principles of learning can be understood through inquiry learning, so there will be interactions that are understood by students as a knowledge system and interactions within the group can be used as patterns of educative interaction that regulate student activities during the learning process.

Spontaneous social interaction between students will be created because of an understanding of the social system that exists in students and teachers. In this case the development carried out produces an inquiry learning model that is designed by following the principles of research and development of research methodologies. The developed inquiry learning model has been validated by experts, namely learning design experts, material experts, and language experts. The results of the validation show the feasibility of the product being developed, then individual trials, small group trials and field group trials are carried out. then tested its effectiveness and practicality. the result is an inquiry learning model.

Observing the description above, it is understood that the development of multimedia as an inquiry learning tool that is applied to students, can be an alternative for practicing early reading skills for elementary age students. Furthermore, Andriyani, et.al. (2020) explained that the use of multimedia can be an interactive stimulus in training students' reading skills. Thus, the development of multimedia assists educators in practicing early reading skills for children.

CONCLUSION

Based on the previous discussion, it can be concluded as follows: First, the learning model developed is an inquiry learning model to improve elementary school students' fast reading skills consisting of syntax, social systems, reaction principles, support systems, instructional impact and accompaniment. The developed learning model is equipped with tools, namely model books, lesson plans, teacher books, and student books.

All sets of inquiry learning models have been validated by design experts, materials experts, and linguists which show that the learning model products are feasible to use. Second, the inquiry learning model that was developed proved to be effective in increasing the achievement of students' speed reading ability results, this was proven through the t-test statistic where the t-count (9.98) was higher than t-table (2.00). Third, the developed inquiry learning model has a practicality level with a score of 3.39 in the practical category without improvement.

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