

# Development of Understanding Reading Teaching Material as an Efforts to Improve Integrated Themat Learning Using the Big Question Strategy in Class V SD

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**Abstract:** *This research is motivated by the use of teaching materials that are less attractive to students and lack of understanding of students about a reading that results in students not understanding the information contained in a reading. The goal to be achieved in the effort to develop teaching materials is to produce reading comprehension materials as an effort to improve integrated thematic learning by using valid, practical, and effective The Big Question strategies for teachers and students. This type of research is development research. This study uses the Plomp model which consists of three stages, namely: (1) preliminary stage, (2) prototyping stage, and (3) assessment stage. Validity test data is obtained through the evaluation sheet for the implementation of lesson plans, observations, teacher responses, and student responses. Effectiveness is seen from the activities of students and the assessment of student learning outcomes. Based on the results of the validity, practicality, and effectiveness tests obtained teaching materials that are valid, practical, and effective and able to improve reading comprehension of students. It can be concluded that reading comprehension teaching materials as an effort to improve integrated thematic learning using the Big Question strategy developed can be used in integrated thematic learning in class V of Elementary School.*

**Keywords:** The Big Question, Reading Comprehension, Integrated Thematic, Teaching Materials

## 1. Introduction

Subjects have an important influence on the learning process in elementary school, one of which is learning Indonesian. The scope of Indonesian language learning in elementary schools includes four language skills. According to Taufina (2015: 31) Indonesian language skills in elementary school include four basic skills, including listening skills, speaking skills, reading (reading skills), and writing (writing skills). These four skills have a very close relationship with each other. Reading skills are skills that must exist in elementary school (SD) and need to be developed because without having the reading skills students will experience difficulties in understanding learning. Reading skills are also a means to learn something so that it can expand knowledge and explore written messages in reading material.

Many studies on reading skills such as in Japan (Khaki, 2014), China (Jiang, 2015), Malaysia (Javed, Eng Ling siew, and Mohamed, 2015) Australia (Bouvet, 2016), Iran (Hamidavi, Amiz, Gorjian, 2016), Philippines (Torres, 2016), Singapore (Gonzales, 2016), and Turkey (Gurses, 2016) states that reading skills are very important because basically all subjects emphasize understanding of a material, so that children understand material learned. The purpose of reading according to Tarigan (2008: 9) is to obtain information, cover the contents of the reading, and be able to understand the meaning of reading. Improving reading skills is inseparable from the teacher's role as the spearhead of the learning process. According to Hilda (2014: 12) the types of reading include (1) intensive reading, (2) critical reading, (3)

speed reading, (4) reading for practical purposes, (5) reading for study purposes, (6) reading understanding, (7) extensive reading, and (8) speed reading. According to Tarigan (2008: 38) reading comprehension is a reading activity that aims to obtain adequate understanding and interpretation of the meanings contained in written symbols.

Based on the results of a preliminary study of researchers in SDN 11 VII Koto Sungai Sariak students in Padang Pariaman District in several integrated thematic learning problems were found, including: First, the lack of understanding of students in reading resulted in students not understanding the information contained in a reading. Second, the lack of application of correct reading techniques including reading with no voice, lips not moving or muttering, not moving the head to follow the reading line, not pointing the reading lines with fingers, pencils, or other tools. Third, thematic learning characteristics are less visible. Fourth, teaching materials used in teacher books and student books have not yet described the process of effective reading learning, so reading learning is rarely carried out in accordance with the reading process, namely pre-reading, reading, and post-reading and the low level of language competence and reading comprehension of students. Fifth, direct learning confronts students with reading texts without beginning with the reading process. Sixth, the limited time provided by schools for reading learning. Similar problems were also found by Irdawati, Viktor, and Sri (2015), Desi and Isah Cahyani (2016), and Kundharu (2012).

Responding to the above problems, efforts are needed to develop and design teaching materials that are in accordance with the demands of the curriculum, needs, and characteristics of students that are appropriate to the stages of reading the right understanding, namely with teaching materials using the The Big Question strategy. The Big Question Strategy is a strategy that directs students to predict activities using questions with question words, who, when, where, why, and how (Bromley, De Vitis and Modlo, 1999: 18). The learning steps in The Big Question Strategy can be varied as stated by Bromley, et al (1999: 18) are as follows: First, give questions as assignments of students before carrying out reading activities. Second, use a chart to gather the opinions of students. Third, give a topic and make a question. Fourth, use The Big Question as a format for comparing different ways of explaining in answering the same question.

Based on the above opinion, that The Big Question is a strategy that helps and facilitates students in reading comprehension in integrated thematic learning. The Big Question Strategy can direct students to find out the contents of the reading material by making questions and finding answers to questions as reading activities. With The Big Question Strategy students can read reading texts using understanding reading techniques, students are also trained to concentrate and think in understanding the contents of the reading in a more focused and serious manner.

## 2. Method

This type of research is development research (Research Development). The development model used in this study is the Plomp development model adopted from the McKenney development model. According to Plomp (2013) there are three stages in the Plomp development model, namely: (1) preliminary stage (preliminary analysis), (2) prototyping stage (design stage), and (3) assessment stage. At the preliminary analysis phase a needs analysis is carried out, curriculum analysis, analysis of the characteristics of students, and concept analysis. The results of this analysis are used as a reference in designing a teaching material (design stage). Furthermore, at the design stage, what is done is designing teaching reading comprehension materials as an effort to improve integrated thematic learning by using The Big Question strategy in the fifth grade of elementary school. After the initial design is carried out then prototype 1 (self evaluation), repair of prototype 1, then prototype 2 is done by validating teaching materials to expert experts. After the teaching material is validated by expert experts, it can be done a practical / prototype 3 test using the one to one and small group methods. Improvement of the prototype 3 field test / field test. In the field test phase, the test includes practicality and effectiveness.

## 3. Finding and Discussion

The results of the development of reading comprehension teaching materials as an effort to improve integrated thematic learning using The Big Question strategy in Class V Elementary School can be seen from the level of validity, practicality, and effectiveness.

### a) Validity

The validation phase includes the validation of the developed teaching material. The validity test of the teaching materials developed includes evaluations, and validations by validators (expert reviews) and education practitioners are then revised. To get the results of a valid data collection instrument, an evaluation of the validation instrument is conducted. After teaching materials are designed, prototype 1 stages (self evaluation) are carried out on instructional materials that have been designed. After implementing the prototype stage 1, it is continued with the prototype 2 stage (expert review). Teaching materials are validated by 3 expert validators, and 3 practitioners are validators to assess aspects of content, language, and graphics. Validation is said to be complete if the validator states that it is valid for the teaching material, so that it is ready for trial. The validation results from expert validators showed that reading comprehension teaching materials as an effort to improve integrated thematic learning using the The Big Question strategy obtained a percentage of 93.12% with very valid criteria. Meanwhile, practitioners' validators received a percentage of 95.86% with very valid criteria. The validity of reading comprehension teaching materials as an effort to improve integrated thematic learning using The Big Question strategy in class V Elementary School developed in this study is valid in terms of content and construct. This is in accordance with the results of validation from expert validators and validators of education practitioners. This result illustrates that the teaching material developed has been valid and can be used in the learning process.

### b) Practicality

After the validation process with the experts was completed, a trial was conducted to see the practicality of the teaching material. Tests of reading comprehension teaching materials as an effort to improve integrated thematic learning using the The Big Question strategy were carried out in stages 3 (one to one) in 32 Koto SDK SariaK SDN with 2 students. After being implemented one to one and getting the results of responses from students. Small group is followed, but the instructional materials provided have been revised according to the suggestions from the stages of one to one. After the prototype 3 was carried out, followed by the stages of the field test (practicality test) in Class VA SDN 11 VII Koto Sungai SariaK Padang Pariaman Regency numbered 15 people. At this stage two observers conducted observations. Practicalities observed were the level of implementation of the lesson plan, teacher response questionnaire, and questionnaire responses of students to the practicality of teaching materials. The results of observations during the trial showed that learning was carried out in accordance with the planning that had been made with the percentage obtained 95.5% in a very practical category. While the results of teacher questionnaire responses obtained a percentage of 92% with a very practical category, and the results of the questionnaire responses of students obtained a percentage of 94.5% with a very practical category. This shows that teaching reading comprehension materials as an effort to improve integrated thematic learning by using the Big Question strategy developed very practically used in the integrated thematic learning process in the fifth grade of elementary school.

### c) Effectiveness

After carrying out a field test, to get the results of the effectiveness of teaching materials made, an assessment stage was carried out in the VB class of SDN 11 VII Koto Sungai Sariak in Padang Pariaman Regency, amounting to 18 people. However the instructional materials provided have been revised according to the suggestions from the practicality stage (field test). The effectiveness of teaching materials is seen from the activities of students in the learning process and the assessment of the reading process of understanding in integrated thematic learning. Based on the results of data analysis on the activities of students when the learning process gets a percentage of 93.7% with a very good category, while the process evaluation gets a percentage of 93% with a very good category, and the results of the evaluation get a percentage of 90% with very good categories. The observation of student activities, process assessment, and assessment of the results of reading comprehension in integrated thematic learning provide a very good picture, meaning that the use of teaching materials in integrated thematic learning has been effectively implemented. The results of this study can be seen in the following table:

No.	Aspek	Percentage	Kategori	
1.	Validity	Content	93,12%	Very Valid
		Language	93%	Very Valid
		Graphic	93,25%	Very Valid
2.	Praktikalitas	Lesson Plan Implementation	95,5%	Very Practice
		Teacher response	92%	Very Practice
		Student Response	94,5%	Very Practice
3.	Efektifitas	Student Activities	93,7%	Very Good
		Integrated Thematic Learning Process	93%	Very Good
		Integrated Thematic Learning Results	90%	Very Good

## 4. Conclusion and Recommendation

### 4.1 Conclusion

- 1) The validity of teaching materials for reading comprehension teaching materials as an effort to improve integrated thematic learning using the The Big Question strategy in the fifth grade elementary school developed in this study is valid in terms of content and constructs. This is in accordance with the results of validation from expert validators and validators of education practitioners. This shows that the three aspects of teaching materials, namely: aspects of content, linguistics, and graphics have been compiled in full and in accordance with the needs and characteristics of students.
- 2) Practicality of teaching materials for teaching reading comprehension materials as an effort to improve integrated thematic learning by using The Big Question strategy in class V elementary school as a whole in a very practical category. This was obtained from the observation of the lesson plan's implementation of the teacher's teaching, teacher's response, students' response, and observation sheet on the use of teaching materials.

- 3) The effectiveness of reading comprehension teaching materials as an effort to improve integrated thematic learning by using The Big Question strategy in the fifth grade of elementary school can be seen through the activities of students, assessment of processes, and assessment of students' thematic learning outcomes. The results of observations of student activities, research process, and assessment of the results of the thematic learning of students.

### 4.2 Recommendation

- 1) For teachers, in order to be able to use teaching materials that have been developed validly in Indonesian language learning, especially in integrated thematic learning directed at reading comprehension. The main focus that needs to be considered is the stages of reading (pre-reading, reading, and post-reading) and the stages of the strategy of The Big Question.
- 2) It is expected that the teacher can utilize the teaching materials that have been developed in practice in implementing integrated thematic learning processes, especially in reading comprehension.
- 3) It is expected that the teaching materials that have been developed can be used effectively to enhance the integrated thematic learning of students, especially in reading comprehension.
- 4) For researchers to be able to develop teaching materials for reading comprehension in integrated thematic learning in a wider scope of schools with different situations and conditions to get more perfect results. Teaching materials that have been developed so that they become a reference in developing other teaching materials, especially those with an interest in learning Indonesian in order to obtain effective learning in Elementary Schools.

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