

Development of Teaching Reading Materials in Thematic Learning by Using the VAK Model in Class 1 Elementary School

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Abstract: *This research is motivated by the results of the analysis of teacher books and student books in Class 1 Elementary School (SD) encountered several problems including analysis of the suitability of learning materials with KD, indicators and learning objectives in teacher books, as well as the breadth and accuracy of the material contained in student books . This study aims to develop teaching materials for loud reading skills in thematic learning using the VAK model in class 1 elementary school that is valid, practical, and effective. This type of research is development research. This study uses the ADDIE model which consists of 5 stages, namely: the stage of analysis, design, development, and implementation, and evaluation. Validity test data is obtained through teacher response assessment sheets. Effectiveness seen from the activities of students, assessment of the process and the results of the test read aloud students. Based on the results of the validity, practicality, and effectiveness tests obtained teaching materials that are valid, practical, and effective, and able to improve loud reading skills. It can be concluded that the teaching materials are loud reading skills in thematic learning using the VAK model in grade 1 of elementary school.*

Keywords: Thematic, Visual, Auditory and Kinesthetic Learning, ADDIE model

1. Introduction

Reading has a very important role in efforts to develop the intelligence of students, without having reading skills, students will have difficulty in understanding any learning. Many studies on reading skills such as Mohammed Alshehri (2014) and Jamila (2014) stated that hard reading strategies showed a positive effect on the development and improvement of students' understanding.

The process of reading aloud in elementary schools is carried out to strengthen the development of Indonesian language and literature, students are expected to be able to obtain loud reading skills based on the rules of Indonesian. Reading aloud needs to be mastered by students. The aim is for students to get their feelings, experiences and imagination through reading aloud. In addition, students will also capture the positive meanings of a series of words in the discourse and inspire their soul to be realized in daily life.

All reading learning processes will certainly work properly if accompanied by appropriate teaching materials. A learning cannot be separated from the source of learning, the role of the teacher is very important because the teacher should make the teaching material. Teaching materials used in the learning process are all forms used to assist teachers in carrying out teaching and learning activities. Good and ideal teaching materials are teaching materials that are in accordance with the applicable competencies and in accordance with their needs and characteristics. In the learning process the teacher should prepare himself in presenting teaching materials, determine the activities to be carried out with students, be able to improve students' reading skills especially in reading aloud, and as a means of supporting learning so as to achieve the goals to be achieved.

The fact is in the field based on the results of observations and observations made in the first grade of Adzkie Padang Elementary School in January 2018, learning Indonesian in this case reading aloud learning does not achieve maximum results both in terms of interest and in terms of the results of the learning process applied. One of the main factors is 1) The model used in this learning uses the self-reading model slowly, 2) The learning process that does not involve students actively and creatively in finding the contents of the reading, 3) The low motivation of students in reading because they cannot understand and feel what is being read, 4) There has not been found any research to develop teaching reading aloud using the VAK model in grade 1 elementary school, 5) Reading teaching material used during the learning process has not been able to adopt reading comprehension in its entirety. 6) Teaching materials used by teachers do not vary. Teachers only use technical books. Viewed from the model book and the teacher's guidebook only uses the source book from BSE only, then viewed in terms of the presentation of the book used does not use special learning models or techniques.

The problem with the teaching materials of the loud reading skills above is also supported by the International Journal of research results from RakibuddinAbd Karim (2010) which explains that there are several factors that cause low ability to read one of them is the use of methods that tend to be boring without causing enthusiasm and interest in student learning .Kartini (2012) explains that the increase in students' ability to read aloud is done through the media find card game. In line with that, Jamila (2014) in her research explained that increasing the ability to read aloud can also be done with correct pronunciation and intonation in Indonesian language learning by identifying the characteristics of reading by using punctuation correctly and precisely in accordance with the use Indonesian is good and right.

The shortcomings of teaching materials have an impact on the learning process of reading students such as: (1) students do not predict the contents of the text either from the title of the text or from the media image, (2) students do not know the correct steps in the reading process (3) students have difficulty reading the text with correct intonation, this is seen when students are asked to read aloud in front of the class.

The above problems can be overcome by the teacher by developing reading and teaching materials effectively and creatively by using appropriate reading models that are in accordance with the characteristics of students, namely by developing teaching materials for loud reading skills in thematic learning using Visual, Auditory and kinesthetic models (VAK)

The Visual Auditory Kinesthetic learning model (VAK) is a learning model that optimizes three learning styles to make students feel comfortable, namely visual, auditory, and kinesthetic. Visual, Auditory, Kinesthetic (VAK) are the three modalities possessed by every human being. These three modalities became known as learning styles. Learning styles are a combination of how one can absorb and then organize and process information (DePorter, 2013: 112).

2. Method

This type of research is development research. Development research is research carried out to produce or improve existing products. According to Setyosari (2015: 275) development research is "research directed at producing products, designs, and processes". The development model used is the ADDIE model, this model consists of five stages, namely analysis (analyze), design (design), development (development), implementation (implementation), evaluation (evaluation). In the analyze phase, performance analysis, needs analysis and analysis of students is carried out, then the design stage is designing loud reading materials using VAK models in grade 1 elementary school, the development stage is the next step in the design phase. aims to produce learning tools that are valid and practical. At this stage validity is carried out on the aspects of content, language, and graphics of teaching materials.

The instruments used were the validation sheet of teaching material contents, language validation sheets of teaching materials, and graphic material validation sheet. Furthermore, the practicality stage aims to see the level of ease and practicality of the teaching materials developed. The instruments used were the RPP forced observation sheet, teacher response questionnaire sheet. Then at the stage of effectiveness is done to find out whether or not the expected goals are maximally achieved through the teaching materials developed. The instrument used is the observation sheet of student activity on effectiveness, the assessment sheet of the reading skill process is loud. Implementation stage is the stage of application or delivery of teaching material developed to students and at the same time to see the effectiveness of the teaching materials developed, the aim is to test the effectiveness of the use of teaching materials on different objects, situations, and conditions. evaluation (evaluation) is the process of giving value to the instructional materials developed.

3. Finding and Discussion

The results of the study on the development of teaching materials for loud reading skills in thematic learning using the VAK model in grade 1 elementary school are seen from the level of validity, practicality, and effectiveness.

1) Validity

Validation was carried out on teaching materials for loud reading skills using the VAK model emphasizing content and constructs. Validation of teaching materials is viewed from several aspects, which consist of aspects of content, language, and graphics. Validation in this study was carried out by expert validators in accordance with the field of study, namely content and language validators, and expert academic validators, as well as practitioner validators from elementary school teachers. 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 results of the validation from expert validators showed that the teaching materials of loud reading skills using the VAK model obtained a percentage of 79% with valid criteria. Meanwhile, practitioners' validators received a percentage of 82% with very valid criteria. The validity of teaching materials loud reading skills in thematic learning by using the VAK model in grade 1 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.

2) Practicality

After the validation process with experts and education practitioners is completed, a trial is carried out to see the practicality of teaching reading materials. The trial was conducted in 3 meetings, which were observed by 2 observers. The practicality observed was the level of implementation of the lesson plan, the teacher's questionnaire response 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 83% with a very practical category. While the results of the questionnaire from the teacher's response were 82% with a very practical category. This shows that the teaching materials of loud reading skills using the VAK model that was developed very practically were used in the learning process of reading aloud in grade 1 elementary school.

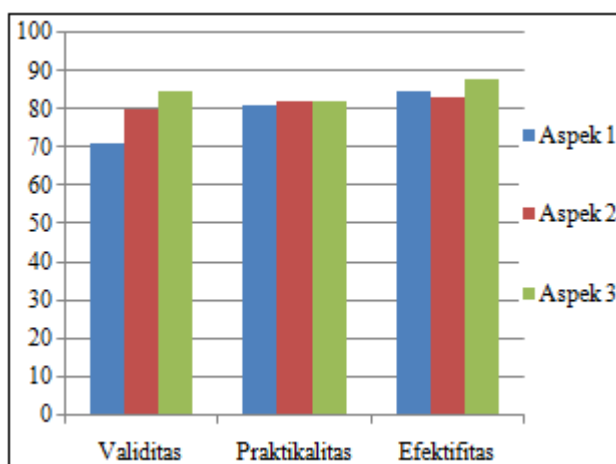
3) Effectiveness

Teaching materials are said to be effective if they have an effect or a good influence on the achievement of learning objectives. The effectiveness of teaching materials is seen from the activities of students during the learning process and the assessment of the learning process of reading aloud and the results of the test of the reading skills of students. Based on the results of data analysis on the activities of students when the learning process gets a percentage of 85% with a very good category, while the assessment of the learning process read aloud the students get 85% category with very high categories, then the results of students' loud reading skills get a percentage of 83% with categories very

high. The results of observations of student activities, assessment of the process, and assessment of the results of reading aloud give students a very good picture, meaning

that the use of teaching materials in loud reading learning has been effectively implemented. The results of this study can be seen in the following tables and diagrams:

No	Aspect	Percentage	Category
1.	Content	77 %	Valid
	Language	80 %	Valid
	Caffiliation	85 %	Very Valid
2.	Implementation RPP	81 %	Very Valid
	Teacher response	82 %	Very Practical
3.	Learner Activity	85 %	Very High
	The Process of readingaloud	83 %	Very High
	Test Results read aloud	88 %	Very High



Information

Validity

- Aspect 1 (Blue) : Content
- Aspect 2 (Red) : Language
- Aspect 3 (Green) : Caffiliation

Practicality

- Keterlaksanaan RPP
- Teacher's Response

Effectiveness

- Activities for Students
- the Process of Reading Aloud
- The Integrity of the Results of Loud Reading

4. Conclusion and Recommendation

Based on the development and trials that have been carried out on the teaching materials of loud reading skills in thematic learning using the VAK model in grade 1 elementary school that the development of teaching materials for reading skills in thematic learning using the VAK model from the aspect of validity shows that this teaching material has valid criteria, both in terms of content and in terms of constructs. This is in accordance with the results of validation from expert validators and validators of education practitioners. This result illustrates that the teaching material for reading comprehension developed has been valid and can be used in the learning process. Practical results show that teaching materials are very practical, both in terms of wear and implementation. These results are seen from the implementation of the lesson plan, the results of the teacher's response questionnaire. The effectiveness of learners shows that the development of teaching materials for loud reading skills in thematic learning using the VAK model in grade 1 elementary school has been declared effective to improve students' reading skills. Based on these results, it can be concluded that the teaching materials of loud reading skills in thematic learning using the VAK model are declared valid, practical, and effective. Therefore it is hoped that this teaching material can be used or used as a reference in reading aloud learning in grade 1 of elementary school.

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