DEVELOPMENT OF READING COMPREHENSION TEACHING MATERIALS USING SOMATIC AUDITORY VISUAL AND INTELLECTUAL MODELSFOR CLASS IV OF PRIMARY SCHOOLS

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ABSTRACT

This study aims to describe the process of developing reading comprehension materials and producing reading comprehension teaching materials using the Somatic Auditory Visual And Intellectual model for teachers and students in grade IV of elementary schools that are valid, practical, and effective. This research is a development research based on the 4-D development model. The feasibility of teaching materials is obtained through the validation of the feasibility of content, language, presentation and graphics through expert validation and practitioner validation. The validation results from expert validation show that the teaching material reads the understanding using the Somatic Auditory Visual And Intellectual Model gets a percentage of 84.37%, this means the development of teaching materials carried out is in accordance with the feasibility of content, language, presentation, and graphics, so it can be said to be very valid. Meanwhile, practitioners' validation received 98.53% with a very valid category. Validity, practicality, and effectiveness tests are obtained through limited trials and broad dissemination stages so that teaching materials that are valid, practical, and effective are obtained, and are able to improve students' reading comprehension skills. It can be concluded that teaching reading comprehension materials using the Somatic Auditory Visual and Intellectual model developed can be used in reading comprehension learning in grade IV of elementary school.

Keywords: Reading Comprehension, Teaching Materials, Somatic Auditory Visual Models and Intellectual

INTRODUCTION

Reading is an activity that seeks to find various information in the form of understanding contained in a reading (Dalman, 2013). By reading, a person not only

gets the information contained in the reading but also increases the person's knowledge. Once the importance of this reading, so it is used as one of the skills that must be controlled by students, especially in elementary schools (Ministry of Education, 2006).

One type of reading skill that must be mastered by students in elementary school is reading comprehension. Reading comprehension is a reading activity to obtain or understand both written and implied information, and compare the information available with what is known (Hermon and Dalim, 2005; Somadayo, 2011). Reading comprehension is very important for students. Therefore, a lot of research is done on reading this understanding, such as the research of Pan and Yi Wu (2013); Novita and Zuhairi (2016); Gures (2016); Gonzales (2016); Gorjan (2016); Javed (2015); Zare (2013); Maniam (2015); Jiang (2015); Gupta (2014); Varisoglu (2016); and Durukan (2010). This means showing how big the role of reading is understanding in student success. The more students understand what they are reading, the more knowledge students get.

Reading Skills is the process of extracting and constructing meaning from a text (Hermon, 2015; Swart *et al*., 2017). According to (Bilal, 2013) reading is a process of translating sutua reading material so that the meaning is implied in a reading to read. The reading process is not the only purpose of reading learning but emphasizes the acquisition of results and understanding after reading. Reading comprehension is one type of reading skill taught in Elementary School (SD). According to (Hermon and Dalim, 2006; Tarigan, 2008) reading comprehension is a reading activity that aims to obtain adequate understanding and interpretation of the meanings contained in written symbols. Understanding element is a prominent element and is important in reading comprehension. Reading comprehension according to (Taufina, 2016) is a kind of advanced reading that aims to understand reading. However, in its application the teacher tends to ignore how to understand reading skills.

Reading comprehension must be done with correct reading techniques. Reading techniques that are correct and worthy of being implemented, namely: reading silently, 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, and not reading word for

word or sentence by sentence (Taufina and Chandra, 2018). This activity is useful for absorbing the information conveyed by the author in each reading correctly.

Based on observations with the teacher of SDN 29 Talang, Lengayang Sub district, South Coastal District, grade IV on March 7, 2018, researchers found several problems in reading comprehension in the learning process. The lack of understanding of students about a reading results in students not understanding the information contained in a reading because this process of reading comprehension has not been implemented properly. The lack of application of correct reading techniques including reading without voice, lips not moving or muttering, not moving the head following the reading line, not pointing the reading lines with fingers, pencils or other tools, and not reading word for word or sentence by sentence. So that causes the level of reading comprehension skills of students to be low. The learning process in the classroom is still monotonous. Resulting in the atmosphere in the learning process is less fun because students feel unattended so they get bored quickly to learn. The teacher complained about students' books that were considered to have little material, so that the teacher had difficulty in running learning.

Students are not directed to train so that they are accustomed to thinking critically, afraid to express their opinions and not brave enough to be accountable themselves, regarding the contents of the answers students make, but students are more likely to answer the questions contained in teaching materials. As we know the question material used rarely contains elements of questions that train students to think critically, and in fostering the opinions of students it is still not brave, so that the process of discussion is still monotonous and rigid. Seventh, the activities at the post-reading stage in the activity of concluding the contents of the reading and communicating the contents of the reading text have not been implemented properly.

Various problems of reading comprehension presented above are one of the problems of teaching materials. The development of this teaching material will be optimal if it is compiled using various learning models. The goal is to make it easier for students to understand the contents of reading. One model that can be used in developing teaching reading comprehension materials is using the Somatic Auditory Visual and Intellectual Model (Shoimin, 2014).

The advantage of the Somatic Auditory Visual and Intellectual (SAVI) Model is that it can improve the quality of learning, especially in increasing students to be more active (Wijayanti and Sungkono, 2017). This will make a distinct impression on the reader with fun and interesting learning for students (Hadi and Maruti, 2017). The audio and visual elements contained in the Somatic Auditory Visual and Intellectual (SAVI) Model provide new experiences in learning for students, so that they can increase their motivation to learn and facilitate understanding the lesson. The SAVI model is learning that combines physical movements and intellectual activity and engages all sensory tools that students have, thus making students more active and creative thinking (Amini, 2015).

METHOD

The research method used is development research (developmental research approach). The development model used in this study is the 4-D development model (four D models). According to (Trianto, 2010) the stages of the 4-D model include: define, design, develop, and disseminate. However, due to the limitations of manpower, costs, and time of the author, the dissemination stage is only carried out on a limited scale, ie other classes in different schools. The selection of the development model in each study must see the advantages possessed of the models used. As for the advantages of the 4-D model as revealed by (Hamdani, 2011), among others: 1) this model is more appropriate if it is used to develop teaching materials; 2) the stages in the 4-D development model are more complete and systematic; 3) In its development it involves the assessment of several experts so that before the field trials have been carried out revisions have been made based on assessments, suggestions and input by experts.

RESULTS AND DISCUSSION

At the stage of defining an analysis of the needs of teaching materials used in the field was carried out in several aspects, including: needs analysis, curriculum analysis (K13), and analysis of students. The conditions in the field show that most teachers lack preparation for good learning planning, for example in making teaching

materials that are appropriate to the conditions of students. Teaching materials used are only guided by teacher books and student books, in the case that the material contained in student books is very superficial this causes a lack of understanding and creativity of teachers in developing teaching materials that are close to students. Teaching materials do not contain the reading process, namely, reading, and post-reading so that students lack understanding of a reading. in the student book there is an aspect to reading it but the process of reading it is not yet visible, it's just that students are immediately asked to read the contents of the text without being preceded by predicting activities as the beginning of reading comprehension activities. In addition, at the post-reading stage, there is also no activity in determining the main points of thought in the contents of the reading text and concluding reading texts so that students only read without understanding the contents of the text being read. Thus, it can be said that the teaching materials used in the learning process have not been developed effectively and need further revision and development. The presentation of learning material needs to be adapted to the stages of reading comprehension so that students understand the material being taught and need to be given guidance on various related tasks to maximize students' understanding of reading. Then, color offerings need to be designed with more attractive colors so that students are more motivated in understanding the contents of the reading.

Curriculum Analysis is based on reality in the field, the learning process that takes place is less effective. Learning that occurs is only limited to the acceptance of information, without any emphasis on developing moral values in students. Students consider learning activities to be boring. In general, teaching materials have not been designed by the teacher, but the teacher always relies on the use of *buku guru* and student books provided without analyzing in advance whether the material contained in the student's book is in accordance with the environment of the students and whether the learning objectives have been conveyed. The results of the student book analysis prove that the material in the student book on theme 8 of sub-theme 1 is much that needs to be added, such as the learning stages in the learning content of Indonesian, Science, Social Sciences, PKN and SBDP. Based on the analysis, it can be seen that the development of teaching reading comprehension materials is needed by using the

Somatic Auditory Visual and Intellectual (SAVI) model in grade IV elementary school. Teaching and reading comprehension materials using the Somatic Auditory Visual and Intellectual (SAVI) model are able to train students to utilize all their senses and make students more active when the learning process takes place.

The south coast is happy to play, has a high enough curiosity, is happy with something new that is interesting, and likes pictures and bright colors. On the basis of the character of such students, research is carried out that presents different learning tools than those used before, which have more colorful images, teaching materials that invite students to learn while playing, and develop students' curiosity that is closely related with the development of students' thinking processes.

The Learning Implementation Plan (RPP) is prepared in a complete and systematic manner with reference to the KI and KD that have been developed. The component of the Learning Implementation Plan (RPP) refers to Permendikbud No. 24 of 2016 concerning Core Competencies and Basic Competency lessons in the 2013 curriculum. Learning activities are designed using the Somatic Auditory Visual and Intellectual (SAVI) model on theme 8 of the sub-themes 1 to 1-3 with the time allocation of 3x35 minutes. Each learning is developed by looking at three main activities, namely the initial activities, core activities, and final activities.

Teaching Materials Researchers designed teaching reading comprehension materials developed with the results of KI analysis, KD, formulated indicators, and learning objectives defined by the curriculum, then presented using the Somatic Auditory Visual and Intellectual (SAVI) model. Teaching materials are needed to make it easier for teachers to present reading comprehension learning in grade IV elementary school. Development of teaching materials tailored to the characteristics of the development of students. The material on teaching materials was developed in reference to the results of KI analysis, KD, formulated indicators, and the learning objectives that had been analyzed. The format and preparation of teaching materials are modified from the structure of teaching materials according to the Ministry of National Education which consists of: (1) Cover, (2) Preface, (3) Table of contents, (4) Instructions for use, (5) Core competencies, (6) Title of sub-themes and mapping of basic competencies, (7) Concept maps, (8) Theme networks or competencies to be

achieved, (9) Exposure or presentation of material (10) Reflections and (11) Bibliography.

The development stage is the validation stage, the validation stage includes the validation of teaching materials developed including the validation of lesson plans by expert validation and practitioner validation, teaching materials are also validated by expert validation and practitioners validation. Validation of the Learning Implementation Plan (RPP) is validated by expert validation and practitioner validation. The lesson plan validation is carried out on several aspects including identity, formulation of learning objectives, selection of learning materials, methods and details of learning steps, selection of learning resources, and assessment. Each indicator ranges from 89.6 to 100 with a very valid category and the average overall score on RPP conducted by expert validation and practitioners is 97.5%, which is in a very valid category. The conclusion of the results of the overall RPP analysis is that RPP reading comprehension using the SAVI model in class IV SD has been valid and can be used.

Teaching Material Validation, the activities carried out in the form of reading material comprehension validation using the SAVI model were validated by 3 expert Validation experts, namely 3 Padang State University lecturers: 1 Indonesian lecturer PGSD FIP UNP, 1 PGSD FIP lecturer and UNP Postgraduate , and 1 FBS professor of Fine Arts and UNP Postgraduate lecturer. As well as validated by 3 practitioners validation experts 3 people from Pesisir Selatan elementary school teachers: 2 teachers in grade IV and Class VI SDN 29 Talang and 1 grade IV teacher SDN 19 Talang Tan Saidi. Average overall score on the validation of teaching materials conducted by expert validation and practitioners is 88.8% which is included in the very valid category. Validation of teaching materials assessed from four aspects obtained a picture of value, namely: the feasibility aspect contents 87.5% with very valid categories, linguistic aspects 86.2% with very valid categories, presentation aspects 94.1% with very valid categories, and graphic aspects 87.5% with very valid categories. The conclusion of the results of the analysis of teaching materials as a whole is teaching reading comprehension materials using the SAVI model in class IV SD is valid. This means that teaching materials that have been designed in accordance with the components of teaching materials that have been established, the components of

teaching materials contain the complete components, as well as material, instructions, and assignments on teaching materials clearly.

The deployment stage is the stage of using teaching materials in a wider scope. This spread can be done in other classes, other schools, or other teachers. In this study, the distribution was carried out at other schools namely SDN 29 Talang The aim is to test the effectiveness of using these teaching materials on different objects, situations and conditions. Student Activities The instrument used is an observation sheet for observing the activities of students. Complete data processing is presented in the appendix. The activity of students in each meeting has an average percentage of 97% with a very good category. It can be said that students are enthusiastic when they follow the learning process through teaching materials using the Somatic Auditory Visual and Intellectual (SAVI) model developed. Based on the explanation above, it provides an illustration that teaching materials developed can help in increasing the activity of students. In addition, teachers feel facilitated by the existence of instructional materials that are developed to provide positive suggestions for students to learn, which is indicated in increasing the activity of students during the learning process takes place. Based on this, it can be concluded that teaching materials that have been developed can be used in different situations and conditions in other schools and can increase the activity of students in the learning process of reading comprehension using the Somatic Auditory Visual and Intellectual (SAVI) model.

CONCLUSION

Teaching materials for reading comprehension by using the Somatic Auditory Visual and Intellectual (SAVI) Model in fourth grade students of elementary school meet valid, practical, and effective criteria. Valid criteria are reflected from the results of validation which is assessed by the expert. Practical criteria that are reflected in the learning process carried out through observation sheets of student activities. Meanwhile, the effective criteria is reflected by being able to improve the reading comprehension ability of fourth grade students in elementary school.

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