

DEVELOPMENT OF SPEED READING TEACHING MATERIALS BASED ON ANTICIPATION GUIDE STRATEGY IN OBSERVATION RESULT REPORT TEXT IN STUDENTS CLASS X MAS SINAR ISLAMI BINGAI

Fatma Sari¹, Abdurrahman Adisaputera², Marice²

¹Master Student in State University of Medan, Medan, Indonesia

² Lecturer in State University of Medan, Medan, Indonesia

ABSTRACT: *This study aims to know the results of the development of learning materials to read quickly based on anticipation guide strategy on observation report text in student class X MAS Sinar Islami Bingai. The research method used is research and development (R & D) method proposed by Sugiyono refers to Borg & Gall model. The test subjects consisted of 3 students with individual trials, 9 students with small group trials, and 30 students with limited field trials. Data collection techniques used were observation, interviews, questionnaires and reading tests. The results showed that: (1) material expert validation including content feasibility with an average of 85.15% on very good criteria, presentation feasibility with an average of 90.38% on very good criteria, and language aspect with an average of 89, 42% on very good criteria, (2) design expert validation with an average of 82.41% on very good criteria, module size aspect with an average score of 87.5%, cover design with an average score of 85.71% and module design with an average score of 80.55%. (3) teacher responses with an average of 91.91% on very good criteria, (4) individualized trials with an average of 76.85% on good criteria, (5) small group trials with an average of 81.56 % on very good criteria, and (6) limited field tests with an average of 87.54% on very good criteria. The result of student speed reading test before using module equal to 60,67, while the result of speed reading test of observation result text of student after using module increased by 90,33. The difference is 29,66 from before to after. This proves that the teaching materials to read quickly an observation result report text developed can improve student learning outcomes by using learning methods based on anticipation guide strategy. The implication of this research is to give a practical contribution especially in the implementation of learning for teachers as additional teaching materials and as a means to assist and facilitate the students in comprehending the material to read observation results report text so that it can be applied to their life.*

KEYWORDS: Development, Teaching Materials, Speed Reading, Module

INTRODUCTION

Seeing the development of the current era of reading books activity has started rarely done. Students prefer to spend their time playing gadgets rather than reading a book. Lack of reading interest causes the students' reading ability to be low. The low reading result of students is caused by the lack of student practice in reading books. Students rarely do reading exercises. Existing textbooks also do not meet the learning needs of students, because students only use books owned by teachers only in the learning process. This means students do not have their own handbook. Textbooks used by teachers in teaching and learning are books published by the Ministry of Education and Culture of the Republic of Indonesia. In Curriculum 2013 it is not studied about speed reading material, therefore in the textbook used there is no discussion

on speed reading. This makes students less understand the speed reading technique, so when there is a test to measure the students' speed of reading on October 6, 2017 the result is low student reading ability. Based on the results of this tests it is found the fact that students in class X MAS Sinar Islami Bingai have reading speeds less than 250 kpm with understanding content of $\leq 70\%$. Students' understanding of the text made in the preliminary test shows an average score of 60.67, which means that the score does not reach the minimum criterion score specified by the school.

Teachers must make inovations by compiling and developing teaching materials so that learning activities can be more active. Teachers must change the way of studing used up to this date so that the learning activity is not monotone and boring. Conventional learning model used by teachers must be adjusted with learning strategy so that the learning activity is more attractive mainly in speed reading learning.

Given the Curriculum 2013 contains text-based subject matter thus many types of text that exists, therefore the researchers limit the research on observation result report text. Observation is also a systematic observation of records consisting of elements that appear in a symptom in the object of research. The results will be reported in a systematic report according to the rules. So the observation results report text is a text that contains the results of certain observation or research then in reading this text it requires a special strategy namely speed reading strategy.

The initial step that must be done is to seek for problem solve described previously which is how and what can be done to improve students speed reading ability. Then, the development of teaching materias made by teachers in learning must be more attractive and impressive for learners through the module. Module is a programmed learning materials arranged in a way that is presented in an integrated, systematic, and detailed manner. Module is needed to serve as one of the alternatives in overcoming the limitations of books on the learning process that discusses the material of speed reading. Learning with the module allows a learner who has a high speed in learning to be faster to complete one or more basic competencies compared with other participants.

Speed reading learning should use a strategy for speed reading and reading comprehension to be interesting. This quick reading study of learning materials will use the Anticipation Guide. Tierney, et al. (1990:38) explains that the Anticipation Guide is a useful strategy to help students think critically. This strategy is implemented by asking students to react to a series of statements relating to the content of the text material. The reaction can be predictions or estimates of the content of the material to be read. Anticipation Guide Strategy is able to stimulate students to anticipate, thus students are able to give critical responses to the statements contained in the reading. This strategy is also able to familiarize students to skillfully speak through the discussion process when predicting the content of the reading. Anticipation Guide can improve students' ability to read quickly and make it easier for students to understand the content of reading. This can be proved from the results of research conducted by Rosita in 2015 with the title of research "Development of Reading Teaching Materials Textbook Based on Anticipation Guide Strategy for Senior/Vocational School Class XI.

Based on the above description, the researchers is interested to conduct a research related to the development of teaching materials in accordance with the demands and conditions expected for the future. These problems were made by the researchers as the topic of the problem to be examined with the title, "Development of Speed Reading Teaching Materials Based on

Anticipation Guide Strategy in Observation Result Report Text in Students Class X Mas Sinar Islami Bingai”.

LITERATURE REVIEW

Teaching Materials

Hamdani (2017:218) teaching materials are information, tools and texts needed by teachers/instructors for planning and reviewing the implementation of learning. Teaching materials are a set of materials that are arranged systematically, both written and unwritten so as to create an environment or atmosphere that allows students to learn. Teaching materials are all forms of materials used by teachers / instructors in carrying out teaching and learning activities in the classroom. The material in question can be either written or unwritten material (National Center for Vocational Education Research/National Center for Competency Based Training) (in Hamdani, 2017:218). Majid (2011:173) explains that "teaching materials are a form of teaching materials used to assist/instructors in carrying out teaching and learning activities." The material in question can be written and unwritten material. Teaching materials allow students to learn a competence or basic competence in a coherent and systematic manner thus accumulatively they will be able to master all the competencies as a whole and integrated.

Based on some opinions above, it can be concluded that the teaching materials is a set of subject matter that can help achieve the objectives of the curriculum are arranged in a systematic and intact so as to create a pleasant learning environment, facilitate student learning, and teacher teaching.

Definition of Module

Daryanto (2013:31) modules can be interpreted as a subject matter organized and presented in such a way that the reader is expected to absorb the material itself. Sabri (2010:143) module is a complete unit consisting of a series of learning activities arranged to help students achieve goals that have been formulated, in other words a module is a package of curriculum provided for self-study, students can learn without the presence of teachers. So, it can be said that with the presence module students can learn more independently. Nana (2015:154) module is a set of teaching materials that are presented systematically so that its use can be learned with or without teachers. Sumiati (2016:113) argues that a module is an individual learning system.

Modules are teaching materials that are arranged in such a way by teachers to support teaching and learning process that will be done by teachers and students. Modules can help teachers deliver materials to be delivered to students, and modules can also help students to more easily understand the material learned. Students can learn more independently in the presence of modules because in the module there is an explanation of the material studied and there are examples and problems in accordance with the material studied.

Speed Reading

Speed reading can also mean a kind of reading that makes our eyes move faster to see and pay attention to writing materials to find and obtain information. If we do not know how to read fast and when to do it, we will have difficulty in completing the desired reading lists.

Soedarso (2010:14) explains that speed reading is a skill in selecting the content of the material to read according to our purpose, which is of relevance to us, without wasting time on other parts that we do not need. Meanwhile, according to Atikah (2008: 18) speed reading is one of the reading activities that focus on understanding the contents of the reading exactly with a relatively short time. So, there are two factors that are important in speed reading namely speed and accuracy. Nurhadi (2010: 31) what is meant to read fast and effective is the type of reading that prioritizes speed, without leaving the understanding of aspects of reading.

Speed reading is a skill where a skill can be trained. Your success in mastering and practicing speed reading technique will depend heavily on the attitude, seriousness, and readiness to try to practice the technique. For that reason, if you feel you have not been able to read quickly, you should be eager to improve and be confident that you will be able to do so.

Anticipation Guide Strategy

According to Apriliyani (2016) Anticipation Guide Strategy is one of the strategies used to develop students competence in reading. This strategy was designed by Redeance (1981), Bean (1985), and Baldwin (1989). The core of the Anticipation Guide strategy by Redeance, Bean, and Baldwin (in Tierney, et al., (1990: 48-49) is as follows.

In essence, the guide provides for the following: (1) active involvement by students in their own learning; (2) the use of prediction as a means to stimulate comprehension; and (3) guidance in the form of purpose-setting behaviors as students interact with the text in their effort to verify their predictions.

The advantages of anticipation guide strategy is that this strategy activates students' knowledge, develops active and focused reading activities as well as reinforces concepts taken from the text. Students can practice discussions and express opinions. This strategy fosters self-confidence for students and adds to students' understanding. The abovementioned anticipation guide strategy steps are clearly defined and easy to follow. Students will be assisted to find out how knowledgeable they are about a reading topic. Therefore, the anticipation guide strategy was chosen as the basis for the development of reading comprehension materials. In addition, the selection of this strategy is also expected to assist students in increasing the speed of reading.

Observation Results Report Text

Mulyadi in Effendi (2017:8) observation result report text is an observation to particular object, or event to be studied. The results of observation are written in complete and detailed. The description of an object is observed in detail. The writing a form of observation result report has its purpose so that other people who are interested in this subject on the activity done would obtain information completely. Observation result report text described an object in general. Facts are linked to other views and visible effects. Kemendikbud (2016:129) explains, "observation result report text is a text that serves to provide information about an object or situation, after the holding of investigation/research systematically". This type of text describes or describes forms, characteristics, or general traits such as objects, animals, plants, humans, or events occurring in our universe. The information presented in the observation report text is factual or based on facts).

Observation result report text is a text that explains about an object in a form of real event or object or other things in detailed based on the existing fact. Observation result report text

informs real condition of an object observed clearly and in detailed. Observation result report text is complete, objective, and logic and uses a writing based on Enhanced Indonesian Spelling System (EYD).

Characteristics of Observation Result Report Text

In general, observation result report text has the following characteristics: (1) must contain facts, (2) objective, (3) must be written perfectly and complete, (4) do not include things that are distorted, prejudiced, and (5) is presented in an interesting way, both in terms of clearly-weighted grammar, as well as logical arrangements.

Waluyo (in Effendi, 2017: 9) describes the characteristics of good observation result report text as follows: (1) presented in full, including general definition, section description, and description of benefits; (2) systematic, namely all that is put forward in a sequence that shows continuity. Between one part and the other does not skip one another; (3) objective, ie information presented in the report based on reality; (4) logical, all information presented is reasonable; (5) clear or uncomplicated language; and (6) using standard language and grammar in accordance with language rules.

METHODOLOGY

This research was conducted in Madrasah Aliyah Swasta (MAS) Sinar Islami Bingai in class X (ten). This study is planned to be conducted in the odd semester during the academic year of 2017/2018. The population in this research is the students class X (ten) MAS Sinar Islami Bingai Academic Year 2017/2018. The researchers take a portion of the population to be a research sample by limiting a sample of 30 students. This learning module development study uses Brog and Gall model. The main instrument used to collect data in this study is a questionnaire. The questionnaire required is as follows: (1) Questionnaires assessment or response from the material experts of speed reading the observation results report text, (2) Questionnaire assessment or response from the design expert of the learning module, (3) Questionnaire assessment or response from the teacher, and (4) Questionnaire assessment or response from students. The questionnaire instrument used is a closed questionnaire combination. This data is collected through expert validation, questionnaire distributed to students. Research instruments for validators and individual tests, small groups as well as limited field groups are made in the form of Likert scale. The data obtained in this study is quantitative descriptive data, which is calculating the percentage of indicators for each category of learning modules developed, with the formula:

$$\text{Score percentage} = \frac{\text{total indicator per category}}{\text{total category}} \times 100\%$$

From the calculation using the formula above, the figure is generated in percent. The score classification is then converted to classification in percentage form. Sugiyono (2015:107) is further interpreted with qualitative sentences.

RESEARCH RESULTS

Results of Preliminary Study to Teaching Materials Development

The first stage is to observe. Observations made by the researchers both to teachers and students found that teachers and students only use teaching materials in the form of an Indonesian textbook titled "Indonesian Self-Expression and Academic". In the textbook there is no speed reading steps and how to calculate the speed of reading a person, but measuring the speed reading is an important thing because reading skills are skills that need to be sharpened and improved. In addition to that, in the process of learning to read observation result report text of teachers also do not use specific methods in learning thus students cannot focus in understanding the contents of reading.

The next stage is an interview conducted on 28 September 2017. Interview conducted to strengthen the data that has been obtained at the observation stage. The interview result was obtained from one of Indonesian teacher MAS Sinar Islami Bingai namely Mrs. Julia Kartika, S.Pd. As for the results of interviews conducted is that Mrs. Julia Kartika only uses the Indonesian book issued by Ministry of Education and Culture only in the learning process and has never developed teaching materials. Mrs. Julia Kartika states that students also have difficulty if not accompanied by teachers when using the book.

The next step is to perform needs analysis. Needs analysis is done to collect information by distributing questionnaires to two teachers and 30 students at MAS Sinar Islami Bingai. Questionnaires given to teachers and students contain 3 questions. The results of the questionnaire distributed to teachers and students obtained the following conclusions:

1. Two Indonesian teachers and two students (12.5%) stated that they already know the teaching materials in the learning while 28 students (87.5%) stated that they are not familiar with teaching materials in learning.
2. Teachers and students do not use teaching materials in the learning process.
3. All teachers and students declare need instructional materials based on anticipatory guidance strategy.

Based on needs analysis it is concluded that the development of teaching materials is needed by teachers and students in the learning process to improve the quality of learning.

Feasibility of Speed Reading Material Based on Anticipation Guide Strategy in Observation Result Report Text

The feasibility of teaching materials includes four components that include content feasibility, presentation feasibility, language feasibility, and graduation feasibility. Data research and development of this resource can be described as follows:

Data of Expert Content Validation

This validation is done by Prof. Dr. Khairil Ansari, M.Pd. who is a lecturer at Medan State University, and Prof. Dr. Amrin Saragih, MA., Ph.D. who is a lecturer at Medan State University. The result of the assessment of feasibility aspect of the content of the material that speed reading material based on the anticipation guide strategy on observation result report text is categorized as "very good" with an average percentage of 85.15%. Based on the average

score it is illustrated that the teaching materials that have been developed may meet the demands of learning needs. Based on the result of the percentage of material experts on the content feasibility, it is found that the sub-component of the assessment of material suitability with core competence and basic competence has an average percentage of 91.67%, the accuracy of the material with an average of 87.5%, the material's materiality with an average of 81, 25%, and encourages curiosity with an average of 75%. The result of the average percentage of the overall sub-component of the assessment of the feasibility aspect of the content presentation is 83.85% with the criteria of "excellent".

On the feasibility of presentation, the material expert assessed the speed reading material based on anticipation guide strategy on the observation result report text in class X MAS Sinar Islami Bingai that developed has had the feasibility of presentation with the percentage score of 90.38% with the criteria of "very good". Based on the result of the percentage of the material experts on the feasibility of presentation, it is found that the sub-component of the assessment of the presentation technique has an average percentage of 87.5%, the presentation of learning with an average of 100%, and the presentation completeness with an average of 87.5%. The result of the average percentage of the overall sub-component of the assessment of the aspect of presentation feasibility is 91.67% with the criteria of "excellent".

Language assessment, material experts assess the speed reading material based on anticipation guide strategy on observation results report text in class X MAS Sinar Islami Bingai developed has a language feasibility with the percentage score of 89.42% in average with the criteria of "very good". Based on the result of the percentage of material experts on the language assessment, sub-component of assessment on assignment has an average percentage of 83.33%, communicative with an average of 87.5%, dialogical and interactive with an average of 93.75%, conformity with the level of development of learners with an average of 100%, demands and integrity of thought flow with an average of 87.5%, and the use of terms, symbols and icons with an average of 87.5%. The average percentage result of the overall sub-component of the language aspect assessment is 89.93% with the criteria of "excellent".

Data of Design Expert Validation Result

The design expert considers that the speed reading material based on anticipation guide strategy on the observation result report text in Class X MAS Sinar Islami Bingai developed has feasibility with the percentage of the mean score of 82,41%. Sub-component assessment of module size has an average percentage of 87.5%, module cover design with an average of 85.71%, and module content design with an average of 80.55%. The percentage result of the overall sub-component of the feasibility assessment of presentation is 84.58% with the criteria of "excellent". This means that learning materials in the form of speed reading module based on anticipation guide strategy on observation result report text that has been developed may meet the demands of learning needs.

Results of Teacher's Response to Teaching Materials

Teachers' response to speed reading materials based on anticipation guide strategy in observation result report text has an average percentage average of 91.91% with "excellent" criteria. This means that speed reading material based on anticipation guide strategy in observation result report text that has been developed may meet the demands of learning needs that will be taught to students in class X.

Student's Response to Teaching Materials

The module will be tested for the first time on a small scale ie to 3 students who are considered to represent three levels of cognitive. Data collection was done using a student response questionnaire followed by a small group trial of 9 students. This small-scale product trial aims to know product readiness by using student response questionnaire

a. Results of Student Responses on Small Scale Trial (3 Students)

The result of the average percentage is obtained based on the assessment indicator in the form of material, language, and interest of the developed material can be seen in the following table.

Table 1. Percentage of Small Scale Test Score

No	Assessment Indicators	Average (%)	Criteria
1	Material	72,23	Good
2	Language	79,17	Good
3	Interest	79,17	Good
Average		76,85	Good

Based on the result of the average percentage shown above, the assessment of the material has an average percentage of 72.23%, language with an average of 79.17%, and interest with an average of 79.17%. The average percentage of total individual trials is 76.85% with the criteria of "good".

b. Results of Student Responses on Small Group Trials (9 Students)

Based on the result of the average percentage shown above that the assessment of the material has an average percentage of 82.87%, the language with an average of 79.17%, and interest with an average of 82.64%. The average percentage outcome of all individual trials is 81.56% with the criteria of "excellent". This means that speed reading material based on anticipation guide strategy in observation result report text that has been developed needs to revise the aspects of the language so that students can easily understand so that it can be continued on a limited field trial.

c. Results of Student Responses on Large Scale Trial

Large-scale trials were conducted on 30 students. These large-scale trials produced data that will be used to find out how the product benefits students. Based on the result of the average percentage shown above, the assessment of the material has an average percentage of 86.38%, language with an average of 88.75%, and interest with an average of 87.5%. The average percentage of overall large-scale trials is 87.54% with "very good" criteria. This means that speed reading materials based on anticipation guide strategy in the developed observation result report text is eligible and meet the needs with the overall criteria of "excellent".

Students Learning Result

Speed reading test based on anticipation guide strategy on observation result report text was done to student class X-2, amounting to 30 students.

Description of Pretest Data on the Results of Learning Test on Speed Reading Based on Anticipation Guide Strategy on Observation Result Report Text

Students who have a score of 50-54 are only 9 people or 30%, who scored 60-64 as many as 12 people or by 40%, who scored 70-74 as many as 7 people or by 23.33%, who scored 80- 84 as many as 2 people or by 6.67%.

Description of Posttest Data on the Results of Learning Test on Speed Reading Based on Anticipation Guide Strategy on Observation Result Report Text

Students who scored 80-82 as many as 8 people or 26.67%, who scored 89-91 as many as 13 people or by 43.33%, who scored 98-100 as many as 9 people or by 30%. Comparison of pretest and posttest scores can be seen in the table below

Table 2. Comparison of Average Score of *Pretest* and *Posttest*

No.	Group	Average Score	Difference
1	<i>Pretest</i>	60,67	29,66
2	<i>Posttest</i>	90,33	

The above table describes the comparison of the average score from pretest to posttest obtained 29.66 with the average pretest 60.67 with the category of "good" and the average posttest that is equal to 90.33 with the category "very good".

CONCLUSION

The conclusions obtained based on the results of the research of development of speed reading materials based on anticipation guide strategy on observation result report text in students class X MAS Sinar Islami Bingai mentioned earlier, described as follows:

1. Based on the results of preliminary studies conducted based on observations, interviews, and needs analysis obtained data as follows:
 - a. Observations found that teachers and students only use teaching materials in the form of an Indonesian textbook entitled "Indonesian Self-Expression and Academic".
 - b. The interview result was obtained from one of Indonesian teacher MAS Sinar Islami Bingai namely Mrs. Julia Kartika, S.Pd., while the interview result was done that she only uses the Indonesian Book published by Ministry of Education and Culture only in the learning process and had never developed teaching materials .
 - c. The result of questionnaire of needs analysis distributed to teachers and students obtained conclusion that 1) teacher and small part of student (12,5%) stated that they already know teaching material while majority of student (87,5%) stated that they have not yet known the teaching materials, 2) teachers and students do not use instructional materials in the learning process, 3) all teachers and students declare need instructional materials based on anticipation guide strategy.
2. Feasibility of teaching materials by material experts included in the criteria of very good with the average score of content feasibility aspect of 85.15%, presentation feasibility of 90.38%, and language feasibility of 89.42%. Design feasibility by design experts in the

criteria of very good with an average score of 82.41%. Aspects of module size with an average score of 87.5%, cover design with an average score of 85.71%, and module design with an average score of 80, 55%.

3. Students' learning outcomes after using exposition writing module increased by 29.66, with an average pretest learning outcomes or before using modules of 60.67 while posttest learning outcomes or after using modules of 90.33.

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