

THE DEVELOPMENT OF THE TEACHING MATERIALS OF MULTICULTURALISM-BASED FAST READING SKILL FOR THE VIII GRADE OF SMP STUDENTS IN MEDAN CITY

Novita Trianto Hasibuan^{1&2}, Dr. Wisman Hadi³, Prof. Sumarsih³

¹Master Student at State University of Medan (Unimed), Medan, Indonesia

²Teacher at Taman Harapan Junior High School, Medan, Indonesia

³Lecturer at State University of Medan (Unimed), Medan, Indonesia

ABSTRACT: *This research aims to describe (1) the feasibility of teaching materials of multiculturalism-based fast reading skills, (2) the results of the students' learning in grade VIII in SMP Medan City, namely SMP N 27 Medan and SMP Taman Harapan Medan on the subject of fast reading skill with the developed teaching materials of multiculturalism-based fast reading skills, (3) the effectiveness of teaching materials of multiculturalism-based fast reading skill. This type of research is the research and development of Borg and Gall. The test subjects consisted of material experts, design experts, Indonesian language teachers, junior high school students in Medan at SMP N 27 Medan and SMP S Taman Harapan Medan, which were individualized test, small group test and limited group test. The data on the quality of this development product were collected through a questionnaire. The results showed that: (1) the material expert validation includes the content feasibility with average of 86,76% at very good criteria, the feasibility of presentation with average 84,61% on very good criteria, the language aspect with language feasibility average of 86.53% with very good criteria, (2) the design expert validation with an average of 85.83% with very good criteria. (3) The data of Indonesian language teachers' response with an average of 94.19% with very good criteria. (4) The individual test with an average of 89.21% on very good criteria. (5) The small group test with an average of 90,82% at State Junior High School 27 and average 93,39 at Private School Taman Harapan Medan with very good criterion. (6) The limited group test with an average of 92.3% at SMP Negeri 27 Medan and an average of 94.35% at Private Junior High School Taman Harapan Medan with very good criteria. (7) the students' average learning achievement before using the teaching materials with 158 kpm reading speed (unfinished) at SMP Negeri 27 Medan and the students' learning achievement after using the teaching materials is 223 kpm (finished), then at Taman Harapan Junior High School there is a speed reading 132 kpm (unfinished) before using the teaching materials, and the reading speed of 248 kpm after using the teaching materials. (8) the effectiveness of teaching materials with good criteria. Thus the developed teaching materials of multiculturalism-based fast reading skills are feasible to be used in the learning process as a learning resource.*

KEYWORDS: Teaching Materials, Fast Reading Skill, Multiculturalism

INTRODUCTION

Reading competence is the ability to understand the ideas submitted by others through writing. Usually reading skills are taken from authentic materials such as reading texts, newspapers, magazines, novels, journals and so forth. The focus of the reading test is to understand the content of the reading. Reading skills have an important role in human life. Fast reading learning has actually been applied in Bahasa Indonesia subjects.

Although it is believed that reading skills are developed through practice, experts agree that effective reading can also be taught to the students. However, the fact shows that the reading ability of Indonesian children is still concerning, this is explained in a study conducted by Musfiroh and Beniati (2016), the position of Indonesian students' reading competency in the results of the Progress in International Reading Literacy Study (PIRLS) In Indonesia ranked 41st among 45 countries studied, this means the reading ability of Indonesian children is still relatively low.

In fact, the competence has not been achieved. Students are less interested in reading fast. This is in accordance with the initial observations made in schools, students are less excited when being told to read. This is confirmed by Nurhadi (2013: 25), many factors that underlie the lack of interest in students' reading, including the factors of habit, means, books read, or inappropriate matching of available reading materials.

Teachers must recognize that essentially the students' abilities are different, as well as in reading. There are students who have low reading ability, some are quick. This is in accordance with the results of interviews with the teachers that students' reading ability is different. This is similar to Nurhadi's opinion (2013: 71), the speed of each child's eyeballs is various, depending on his agility of reading text becomes meaningful. Another consideration is the characteristics of the target. From the observation results revealed that the teaching materials developed by others are often not suitable for students. There are a number of reasons for the incompatible materials, for example, the social, geographical, cultural environment. The importance of the development of teaching materials is also due to the students coming from a different cultural group, this is reinforced by Lestari (2013: 84), other conditions that support the importance of teaching materials which are relevant to the needs of students is the fact that students come from a community group that has a diversity of social, cultural, political aspirations, and economic conditions as well that will color the schemata or mental structure which in turn will affect the learning process and learning outcomes to be achieved.

The plurality of Indonesians in language, culture and religion is not instilled from early learners, this is in accordance with the research results of Priyatni, et al (2012), the plurality of Indonesian nation that is not planted early can be a conflict trigger. The emerging conflicts will soon be overcome by inserting the multicultural education in formal and non formal education curricula from an early age. The main purpose of multicultural education is to foster the tolerance to cultural diversity and to foster the tolerance, solidarity, deliberation to the students. The reality of education in the field, the teachers still use conventional teaching materials, which are ready-to-use materials, without the effort to plan, prepare, and arrange their own. This is reinforced by Trianto's opinion (2011: 251), basically teachers are required to diligently and creatively seek and collect the necessary materials in learning. The success of a teacher in implementing learning depends on insight, knowledge, understanding, and level of creativity in managing the teaching materials, The more complete the material collected then the better the learning is carried out.

METHODOLOGY

The Nature of Teaching Materials

According to Prastowo (2015: 16), teaching materials is a fundamental issue that cannot be ruled out in a whole unified discussion on how to manufacture the teaching materials. Furthermore according to Nurgiyantoro (2013: 72), teaching materials is something that mediates the purpose and assessment tool, learning materials is a means of achieving the goals and at the same time the source of the preparation of assessment tools.

The process of teaching and learning in the classroom between the learning objectives and assessment tools in learning is not seen directly. The direct thing related is precisely the teaching materials; the selection of materials that are not in accordance with the competencies that will cause not achieving the desired learning objectives. According to Haryati (2010: 12), the sources that can be used in teaching materials are as follows: visual teaching materials such as (1) textbooks, (2) research reports, (3) journals, (4) scientific magazines, (5) curriculum books, besides the teaching materials of audio-visual such as TV, video, VCD, tapes and so forth

Module

According Daryanto (2013: 31), module can be defined as a subject matter that is organized and presented in such a way that the readers are expected to absorb the materials. Furthermore, according to Sumiati (2016: 113), module is an individual learning system. According to Sabri (2010: 143), module is a complete unit consisting of a series of learning activities which are arranged to help the students achieve the goals that have been formulated. In other words module is a package of curriculum provided for self-study, students can learn without the presence of teachers. Learning with module teaching materials enables the students who have high speeds in learning to more quickly complete one or more basic competencies compared to other students. A module is a learning tool or tool that contains materials, methods, limitations, and ways of evaluating systematically and attractively designed to achieve the desired competence according to the degree of complexity. As one of teaching material forms, module has the following functions: (1) self-supporting materials, (2) substitution of educator function, (3) as evaluation tool and (4) as reference material for students.

One of the important problems that the teachers often encounter in learning activities is choosing or determining the teaching materials or appropriate learning materials in order to help the students achieve the competence. This is due to the fact that in the curriculum or syllabus, the teaching material is only outlined in basic material. It is the teacher's duty to describe the subject matter so that it becomes a complete teaching material.

The Nature of Fast Reading Skill

Basically, many students who have never received specific guidance in fast reading, reading activities relate to the readers and the reading materials. Good readers are readers who can read quickly and be able to understand the contents. According to Nurhadi (2013: 32), fast reading is reading that counts on speed, leaving no understanding of the reading aspect. According to Dalman (2013: 36), the purpose of early instruction to fast reading to the students is that students can read effectively and efficiently, that is getting much information in a relatively short time. Students in junior high school are only required to be able to read 200 words per minute, but there are people who can even read 1,000 words per minute, this is in accordance

with the Ermanto's opinion (2008: 4), in the history of civilization of human life, recorded the late US president John F. Kennedy had read at a rate of 1,000 words per minute. Similarly, another former US president, Theodore Roosevelt, was recorded to be able to read three books each day, whereas his schedule was very crowded.

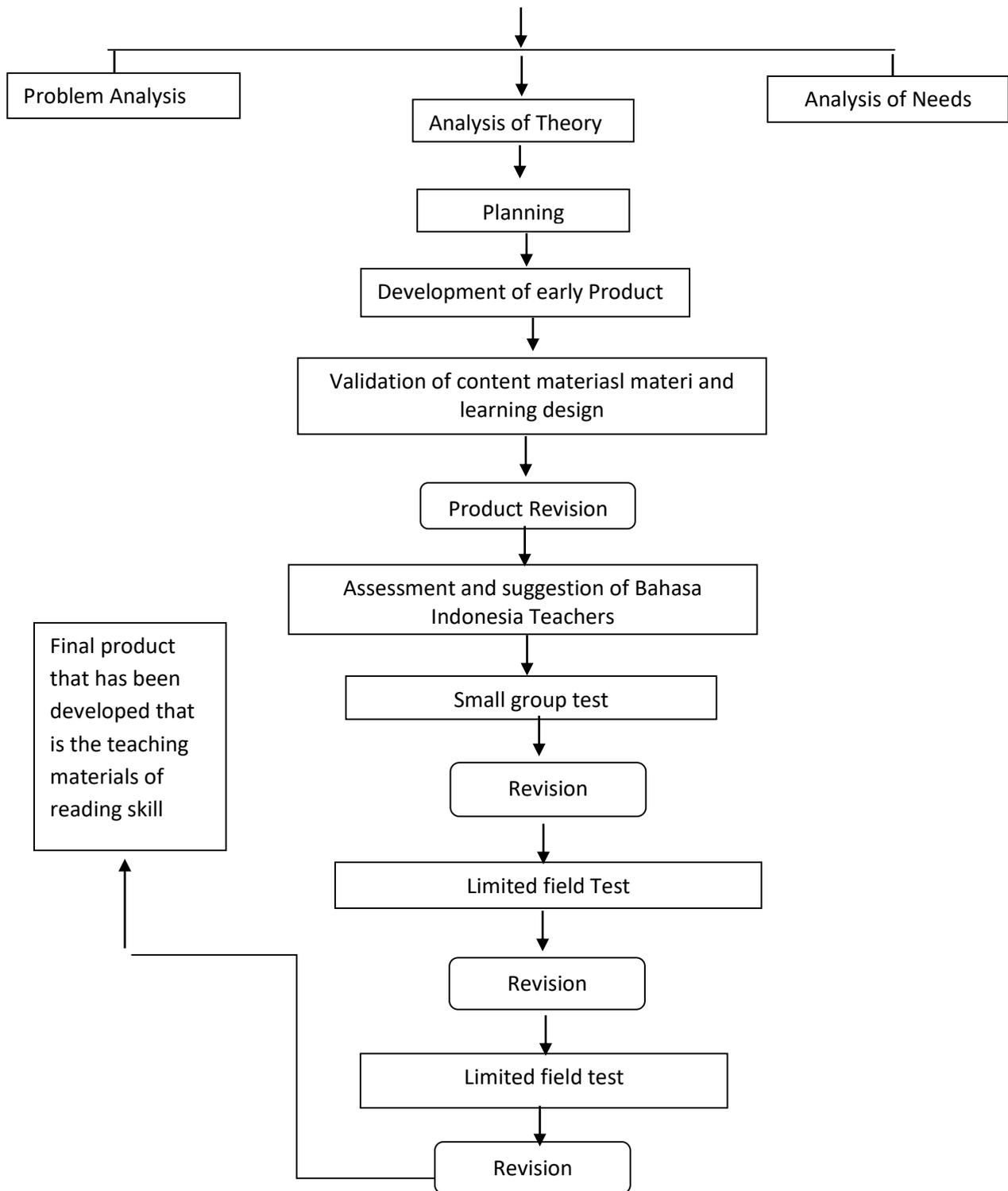
Fast reading is conducted if the reader wants to get a main idea of the text in a relatively short time, but also gets a lot of reading. The two factors that cannot be ignored in this type of reading are speed and accuracy. Things that can hamper the way of fast reading should be avoided such as regression, vocalization, word by word reading, sentence by sentence, and others.

The Multiculturalism Base

According to Tilaar (2004: 115), every sub ethnic in Indonesia has its own culture. The cultures of these ethnic types are not only nurtured and developed in theory where ethnic concentration occurs but have also spread throughout the archipelago. According to Narwoko and Bagong (2006: 197), there are often several different ethnic groups in a country. In Indonesia, for example, we know there are ethnic of Javanese, Ambon, Madura, Minang, Batak, and so forth. The existence of these ethnic groups is not always permanent and often disappears due to assimilation and amalgamation.

Multiculturalism tries to help uniting the nation democratically, emphasizing the perspective of plurality of peoples in different nations, ethnic, cultural groups. Thus schools are conditioned to reflect the practice of democratic values. The curriculum presents different cultural groups in society, language, and dialect, where students prefer speaking about respect each other and uphold the values of cooperation, rather than talking about competition and prejudice among the different students in terms of race, ethnic, cultural and social status of groups. This study uses three stages: (1) preliminary study stage, ie literature study and field study (2) development study stage, starting from the analysis of teaching materials, initial product design, so that they become the teaching materials, and (3) evaluation stage to test the implementation they old teaching materials (used by current teachers) and the new teaching materials (used by researchers) and conducting evaluations to test the feasibility of new teaching materials. The development procedures that must be undertaken to produce teaching materials in the form of fast reading materials can be applied in several steps below.

Introduction Study



To make it clearer the following is explanation about the process of research and development of learning materials to read quickly.

1) The first step (preliminary study)

Problem analysis is conducted to collect information on teaching materials used fast reading material.

2) The second step (early product development)

At this second stage, the researcher will make an early product related to the fast reading material that will be tested on the test subject.

3) The third step (expert validation)

In the third stage, the researcher validates the teaching material of fast reading by asking for the inputs and suggestions from the two material experts (validators) namely fast reading material expert and fast reading material design expert.

4) Fourth step (individual testing on students)

In this fourth stage, the researcher tested an early product that had been revised by two previous validators.

5) The fifth step (revision II)

At this stage the products that have been piloted on individual groups will be revised based on the previously provided questionnaire.

6) Sixth step (small group trial on students)

At this stage the researcher tested a product that had been revised by two previous validators.

7) The seventh step (revision III)

At this stage the products that have been tested in small groups will be revised based on the previously provided questionnaire.

8) Eighth step (large group trials on students)

At this stage, the researcher tested the products that have been revised by two previous validators.

9) The ninth step (revision IV)

At this stage the products that have been tested in large groups will be revised based on the previously provided questionnaire.

10) Step ten (final product)

This tenth step is the final stage of the research and the development.

Data Collection Technique

Observation

Observation is conducted to observe the learning activities done by using the old teaching materials and the learning using the new teaching materials. Observation aims to observe the

development of the teachers' ability in managing the class and see the creativity of students in the learning process, and students' interest in responding to learning.

Discussion with experts

The researcher presented the product design process of teaching materials. Then a discussion with some experts is conducted who have experienced to assess the design of teaching materials products.

In-depth interview technique

This technique is to obtain the teachers informant data, the principals and the experts on the effectiveness of applying the new teaching materials as well as various information about the difficulties encountered teachers dive by applying the process of teaching materials, and the factors causing it, then conduct interviews with students about teaching materials applied by the teachers.

Competency test

The teachers made a test before applying the new teaching materials (pretest) and after learning using new teaching materials (posttest).

Data Analysis Technique

The data obtained are the data about the state of Indonesian language resources on the fast reading material that have been developed. This data is collected through the expert validation, questionnaire distributed to the students. The research instrument for validators and individual test is made in likert scale which has been given scores as the table below.

Table. 1: Criteria of the answer items of Validation Instrument with Likert Scale and the Scores

No	Answers	Score
1	Very Good	4
2	Good	3
3	Good Enough	2
4	Not Good	1

Then it analyzed descriptively quantitative, i.e. calculating the percentage of indicators for each category on the developed teaching materials.

$$\% \text{ score} = \frac{\text{number of indicator per category}}{\text{number of indicator of total category}} \times 100\%$$

From the calculation of the formula above, the figure is generated in percent. According to Sugiyono (2016: 118), the classification score is then changed to classification in the form of percentage, then interpreted with qualitative sentences listed in the table below.

Table. 2: The Percentage Criteria of Indicator Emergence on the Teaching Material of Developed Fast Reading

Value	Criteria	Percentage
A	Very Good	$81 \% \leq X < 100\%$
B	Good	$61 \% \leq X < 80\%$
C	Good Enough	$41 \% \leq X < 60\%$
D	Not Good	$0 \% \leq X < 40\%$

DISCUSSION

The first stage in this research is to analyze the problems and needs in SMP Negeri 27 and in Junior High School of Taman Harapan Medan. This is based on the first development research on the basis of the research site needs. Based on the analysis of needs, It is found the research development problem by spreading the questionnaire to 2 Indonesian teachers and students, amounting to 32 students from SMP Negeri 27 and 18 students from SMP Taman Harapan Medan, by first outlining the definition of teaching materials of multiculturalism-based fast reading skills in the questionnaire, in order to have an overview of the questions in the questionnaire submitted. The results from the questionnaire found 100% of the teachers and the students declared the need of teaching materials based on multiculturalism, especially on fast reading skill material in the learning process to run more effectively and can be used as a means of individual learning.

Feasibility of the Teaching Materials

Validation results from the material experts in the teaching materials development of multiculturalism-based fast reading skills for the students showed that the feasibility of the content obtained with an average value of 86.76 with *very good* criteria, the feasibility of the presentation with an average value of 84.61 with *very good* criteria, and the feasibility of language with an average of 86.53 with *very good* criteria. Thus, the developed teaching materials of multiculturalism-based fast reading skill in the form of modules as a whole are included in the criteria of "*very good*". The validation results of the design expert on the feasibility of the design in the developed teaching materials development of multiculturalism-based fast reading skills for the students shows that the module size has an average value of 100 with *very good* criteria, the module cover design with an average value of 77.77 with *very good* criteria, and the design the contents of the module with an average value of 80.15 with *very good* criteria.

The data results obtained from the teachers stated that the developed teaching materials of fast reading skill module for grade VIII students in accordance with the assessment indicators in the overall statement with an average of 96.16% on the criteria of "*very good*". The data obtained from the students that the teaching materials in the form of a developed teaching materials module of multiculturalism-based fast reading skills in accordance with the assessment of indicators in the overall statement show that (1) the average percentage of the individual testing is 89.2% with the criteria of "*very good*" From SMP 27 and SMP Taman Harapan Medan. (2) The average percentage of small group test is 90.82% with the "*very good*" criteria of SMP 27 Medan and 93.39% with the "*very good*" criteria of Taman Harapan Junior High School. (3) The average percentage of the limited field group test was 92.3% with the

"*very good*" criteria of SMP 27 Medan and 94.35% with the "*very good*" criteria of Taman Harapan Junior High School.

The result of the student's response to the developed module has increased by 1.62% in SMP N 27 Medan, and 4.19% increase in Taman Harapan Medan Junior High School from individual testing to small group test, and also increased by 1.48% At SMP N 27 Medan, and an increase of 0.96% in SMP Taman Harapan Medan from small group test to the limited field test.

Students' learning Achievement

The students' learning achievements in this research are in the form of pretest and posttest before and after using the teaching materials of multiculturalism-based fast reading skills module. In the pretest stage, there are 32 students from SMP N 27 Medan, the students get the reading speed 158 kpm with the category "*unfinished*", while the data analysis on the final test (posttest) get the data of the reading speed 223 kpm with the category '*finished*'. Furthermore, in reading comprehension in the pretest, the students obtained the number of 1,870 with an average of 60 on the "*good enough*" criteria, while the data analysis on the posttest obtained 2500 data with an average of 78.12 on the "*good*"

While at Taman Harapan Medan School, the students get the reading speed of 132 kpm with the category "*unfinished*", while data analysis on the final test (postes) obtained the data of the reading speed 248 kpm with the category '*finished*'. Furthermore, in reading comprehension at the pretest, the students obtained an amount of 1100 with an average of 61 on the "*good enough*" criteria, while data analysis on the posttest obtained 1,440 data with an average of 80 on "*good*".

The Effectiveness of Teaching Materials

The test of product effectiveness was conducted by giving a test to the 32 students from SMP 27 Medan and 18 students at SMP Taman Harapan Medan before and after using the teaching materials module, and based on the analysis result at SMP N 27 Medan the average value of speed reading is 158 kpm with the category "*unfinished*" to the students who use textbooks and increase the average value of reading speed 223 kpm with the category "*finished*" to the students who use the module. Similarly, in reading comprehension, an understanding of 1,870 is obtained with an average of 60 on "*good enough*" criteria for students who use the textbooks and an increase in the number of comprehension scores of 2500 with an average of 78.12 on "*good*" criteria for the students who use the module.

Furthermore, based on the results of the analysis at SMP Taman Harapan Medan obtained the average value of 132 kpm reading speed with the category "*unfinished*" of the students who use the textbooks and an increase in the average reading speed 248 kpm with the category of "*finished*" of the students who use the module . Similarly, in reading comprehension, an understanding of 1,100 is obtained with an average of 61 on "*good enough*" criteria for the students who use the textbooks and an increase in the number of 1,440 comprehension scores with an average of 80 on "*good*" criteria for the students who use the modules.

CONCLUSION

Based on the formulation of the problem, the research results, and the discussion in the research of the development of multiculturalism-based fast reading skill module in junior high school students in Medan City mentioned earlier, got the following conclusion:

- 1) The product of developed multiculturalism-based fast reading skills for the students of class VIII SMP Negeri 27 Medan and Taman Harapan Junior High School is eligible and feasible to be used based on the validation of the material experts covering the feasibility of the content with the average value is *very good*, the language aspect with the average value *very good*, and the design validation with average value of *very good*.
- 2) The students' learning achievement obtained before using the teaching materials based on the results of the analysis at SMP N 27 Medan obtained the average value of reading speed with the category "*unfinished*" on the students who use the textbooks and increase the average value of reading speed with the category "*finished*" on the students who use the modules. Similarly, in reading comprehension, there is an understanding of the "*good enough*" criteria for the students who use textbooks and increasing the number score on "*good*" criteria for the students who used the modules.
- 3) Furthermore, based on the results of the analysis at SMP Taman Harapan Medan obtained the average value of reading speeds with the category of "*unfinished*" on the students who use textbooks and increase the value of speed with the category of "*finished*" to the students who use the module. Similarly, in reading comprehension, there is an understanding of the "*good enough*" criteria for the students who use the textbooks and increasing the number of comprehension on "*good*" criteria for the students who used the modules.
- 3) The use of teaching materials of multiculturalism-based fast reading skills is more effectively to improve the students' learning achievements. It is shown from the results of the students' learning using the developed teaching materials is higher than the results of the student who learnt by using textbooks.

REFERENCES

- Dalman. 2013. *Keterampilan Membaca*. Jakarta: RjaGrafindo Persada.
- Daryanto. 2013. *Menyusun Modul*. Yogyakarta: Gava Gramedia.
- Ermanto. 2008. *Keterampilan Membaca Cerdas: Cara Jitu Melejitkan Kecepatan dan Kemampuan Membaca*. Padang: UNP Press.
- Haryati,Mimin. 2010. *Model dan Teknik Penilaian pada Tingkat Satuan Pendidikan*. Jakarta: Tim Gaung Persada Press.
- Lestari. 2013. *Pengembangan Bahan Ajar Berbasis Kompetensi*. Jakarta: Akademia.
- Musfiroh dan Beniati. 2016. Kontruksi Kompetensi Literasi untuk Siswa Sekolah Dasar. FBS Universitas Yogyakarta. *Jurnal Litera*. Volume 15. No. 1. Hal.3.
- Narwako dan Bagong. 2006. *Sosiologi teks pengantar dan Terapan*. Jakarta: Kencana
- Nurgiyantoro, Burhan. 2013. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE.
- Nurhadi.2013. *Membaca Cepat dan Efektif*. Bandung: Sinar Baru.

- Prastowo, Andi. 2015. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Jogjakarta: Divapress.
- Priyatni,dkk. 2012. “Model Penyusunan Bahan Ajar Membaca Berbasis Pendidikan Multikultural dan E-Learning”. *Litera: Volume 11, Nomor 1 April 2012*.
- Sabri, Ahmad. 2010. *Strategi Belajar Mengajar*. Ciputat: Quantum Teaching
- Sugiyono. 2016. *Metodologi Penelitian Kuantitatif, Kualitatif, dan RND*. Bandung: Alfabeta.
- Sumiati. 2016. *Metode Pembelajaran*. Bandung: Wacana Prima.
- Tilaar. 2004. *Multikulturalisme*. Jakarta:Grasindo.
- Trianto.2011. *Mendesain Model Pembelajaran Inovatif- Progresif*. Jakarta: Kencana.