DEVELOPMENT OF CRITICAL READING TEACHING MATERIALS BY USING PREZI MEDIAIN S-1 STUDENTS OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION STUDY PROGRAM FACULTY OF TEACHING AND EDUCATIONAL SCIENCES UNIVERSITY OF LAMPUNG

Abstract

Aims: Produce critical reading teaching materials using Prezi media, describe the feasibility of critical reading teaching materials using Prezi media, and determine the effectiveness of critical reading teaching materials using Prezi media.

Study Design: Reaseach and Development

Place and Duration of Study: Graduate Program of Indonesian Bahasa and Literature Education University of Lampung, August 2018 until now

Methodology: The method used in this research is research and development (R&D). Data collection techniques using tests, interviews, and distributing questionnaires to the S-1 Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung in Lampung in the 2020/2021 academic year. Product design validation is carried out by relevant experts/experts and practitioner assessments (critical reading lecturers), then tested on students.

Results: The results showed that the Critical Reading Teaching Material was successfully developed by Utilizing Prezi Media, the overall feasibility was declared "very feasible" by material experts, media experts, and practitioners with the percentages of 84.2%, 86.22%, and 90.22%. , critical reading teaching materials using Prezi media effectively improve critical reading skills with an N-gain value of (0.31), and (0.34) including the "medium" category.

Keywords: teaching materials, critical reading, Prezi media

1   Introduction

1.1   Research Background

Reading is very important for human life. Reading books is a cognitive activity that includes the process of absorbing knowledge, understanding, analytical skills, synthesis abilities, and evaluation abilities. By getting used to reading, a person will

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Comment [MOU1]: While this research and development is generally good, it is required to offer information on how the design of these materials will be completed in order to satisfy the purpose of the study, which is to produce a product, by fulfilling the researcher's obligation to develop materials (products from research results).

There is still a 32% similarity index in this work after checkig using Turnitin; researchers should endeavor to lower it.

Comment [MOU2]: There is a typographical error in one of the abstract's words.

Comment [MOU3]: Researchers should expand on the need of developing critical reading teaching materials for students utilizing Prezi media, not only based on comparable research that has had a positive influence on various students, but also on urgent internal needs.

Apart from the fact that lecturers use commercial textbooks, not handmade materials, and lecturers are accustomed to using teaching materials from outside as teaching materials, researchers must stress the expectation of the quality of the textbooks to be developed. This is critical because it does not preclude the possibility that textbooks created by others are of higher quality.

have broad knowledge horizons, open creativity, high imagination, advanced and developing thinking and become the forerunner of intelligent and intellectual human empowerment. This is supported by the opinion of Tarigan (2008) reading is a thought process to understand what is implied in the explicit, having thoughts contained in the written words. Thus, it can be said that reading involves various thinking activities in order to obtain meaning.

The importance of learning to read is also contained in the 2003 National Education System Law in Chapter III article 4 paragraph 4 concerning the Principles of Education Implementation, it is stated that education is held by developing a culture of reading, writing and arithmetic for all members of the community. Broadly speaking, the verse explains that reading for the community is very important. For this reason, learning to read must also be carried out in accordance with the principles of education. Reading is divided into several aspects, one of which is critical reading. Critical reading ability is an important basis for students to have. This is because every process of teaching and learning activities requires an understanding, analysis, and re-expressing the problem in accordance with understanding and knowledge. Albert (in Tarigan, 2008: 92) says "Critical reading is a kind of reading that is done wisely, considerately, deeply, evaluatively, and analytically, and not just looking for mistakes".

In relation to critical reading teaching materials, it is contained in the RPS (Semester Learning Plan), namely the learning outcomes of critical reading courses on the nature of critical reading and the application of critical reading in the first semester.

The success of lecturers in carrying out their duties can affect the learning process in the classroom. Therefore, lecturers should be prepared to present teaching materials, determine activities to be carried out with their students, be able to improve these special skills, as a means of supporting learning in order to achieve

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the desired goals. Teaching materials are everything that contains subject matter and can meet the needs of students or students when using them (Kurniasih, 2014: 85). Thus, the role of teaching materials as a component of learning is very important in an effort to improve learning outcomes.

One of the activities in improving teaching materials is designing teaching materials. Based on the results of observations in the S-1 Study Program of Indonesian Language and Literature, Faculty of Teacher Training and Education, the University of Lampung, which has been carried out by researchers, it is known that the teaching materials used by lecturers are textbooks circulating in the market, not self-made and lecturers are accustomed to taking materials as teaching materials. For this reason, the development of teaching materials needs to be done to obtain appropriate teaching materials. Lecturers are expected to be able to develop teaching materials that are already available according to the needs of students and can design teaching materials that are able to awaken the potential of students in using their thinking skills. This is stipulated in Government Regulation number 19 of 2005 article 20 and confirmed by Regulation of the Minister of National Education (Permendiknas) number 41 of 2007.

Seeing the current pandemic condition where the teaching and learning process is carried out online, the author uses the media. The use of media, especially technology, essentially has a goal to facilitate human work in everyday life. One of the media that can be used in learning is Prezi learning media. Prezi is a software for internet-based presentations. In addition to presentations, Prezi can also be used as a tool to explore and share ideas on a virtual canvas.

Tarr (in Embi, 2011: 129) argues that Prezi multimedia has advantages, namely (1) it has more factors than other slides, (2) does not need to move from one slide to another. Enough with one large canvas that can be inserted images, videos, data, and others. So for presentations with Prezi you don't need many slides, just 1 slide, (3) it's easy to combine images, sounds and videos in one view, (4) very easy to

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use.

Several studies that are relevant to this research, Endah Tri Priyatni (2014) shows that learning by using teaching materials by utilizing multimedia shows good results. This is evidenced by the trial results, students are very enthusiastic to interact with products packaged in multimedia packages.

This means that this product has succeeded in generating student interest. The product in the form of critical reading teaching materials based on responsive intervention with multimedia really attracts students' attention and fosters enthusiasm/enthusiasm to attend lectures.

In addition, other research conducted by Shafwan Hadi Umry (2020) as a whole requires teaching materials for critical reading skills with an average value of 81.43% with the category of urgently needing teaching materials because there are many Indonesian language discussion materials, especially about literature that are not in accordance with the use of learning and teaching media. Critical reading learning media is very necessary and held, from the results of research questionnaires on student needs regarding the need for critical reading teaching materials containing short stories moral messages in the learning process it is known that very many students need teaching materials to increase students' abilities in analyzing extrinsic elements, especially messages. the moral of the short story by using critical reading skills containing the moral message of the short story by Helvy Tiana Rosa.

Furthermore, Mar'atussaleha's research (2019) the effect of using Prezi learning media on student learning outcomes that the use of Prezi learning media affects students' abilities in material diversity in society. This can be seen from the significant difference in learning outcomes due to using different learning media. The application of Prezi learning media is more influential than the application of

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the conventional model.

Based on the explanation that has been presented, it can be concluded that the development of critical reading teaching materials by using Prezi media for undergraduate students of the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, University of Lampung needs to be designed to determine the quality of teaching materials based on the feasibility and effectiveness and use of information technology in learning.

1.2 Research Problem

Based on the background above, three problems were found as follows.

1. How is the development of critical reading teaching materials using Prezi media for students in the S-1 Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung?

2. How is the feasibility of critical reading teaching materials using Prezi media for students in the S-1 Study Program of Indonesian Language and Literature Education at the Faculty of Teacher Training and Education, University of Lampung?

3. How is the effectiveness of developing critical reading teaching materials using Prezi media for students in the S-1 Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung?

1.3 Research Purpose

The objectives to be achieved in this research are:

1. To develop critical reading teaching materials by utilizing Prezi media for students in the S-1 Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of

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Lampung.

2. To determine the feasibility of developing teaching materials by using Prezi media for students in the S-1 Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung.

3. To find out the effectiveness of developing critical reading teaching materials using Prezi media for students in the S-1 Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung.

2. RESEARCH METHODOLOGY

2.1 Development Model

This research is a type of development research or in English Research and Development (R&D). Data collection techniques were carried out by interviewing lecturers and filling out questionnaires by lecturers and students. The test subjects in this study were media experts, linguists, practitioners, and students from the S-1 Study Program for Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung. In this study, two data analysis techniques were used, namely qualitative descriptive analysis and quantitative descriptive analysis. Qualitative data in the form of criticism and suggestions for improvement contained in the questionnaire. The results of this data analysis are then used as a reference for revising the product. Quantitative descriptive data analysis techniques were used to determine the feasibility and effectiveness of teaching materials.

2.2 Research Site

This research was conducted on first semester students at the S-1 Indonesian Language and Literature Study Program, Faculty of Teacher Training and Education, University of Lampung for the 2020/2021 academic year. The research was carried out based on considerations of time, energy, and cost efficiency.

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2.3 Product Specification Development

The product produced in this development research is in the form of critical reading teaching materials using Prezi media for undergraduate students of the Indonesian Language and Literature Study Program at the Faculty of Teacher Training and Education, University of Lampung with the following specifications.

1. Teaching materials are a set of materials that are systematically arranged containing materials and assignments that must be done by first semester students at the S-1 Study Program of Indonesian Language and Literature, Faculty of Teacher Training and Education, University of Lampung.

2. This teaching material contains materials, instructions and steps to complete the task in accordance with the Semester Learning Plan (RPS) with critical reading material to understand how students can understand the nature and application of critical reading.

3. This teaching material is used for critical reading courses with a weight of 3 credits. This teaching material is used as a companion to the reading package used in critical reading courses.

4. These teaching materials are arranged with a title structure, study instructions, competencies to be achieved, a set of materials arranged systematically, supporting information, assignments.

2.4 Research Steps

The stages of adaptation of Borg and Gall are grouped into main stages, namely preliminary studies, product development and evaluation. These stages are then described in steps in the form of (1) potential and problems; (2) collecting data on the need for teaching materials; (3) development of teaching materials through product design and developing initial product forms; (4) product evaluation through validation by relevant experts/experts; (5) revision of the product design validation results; (6) product trials on peers and small class trials and product revisions of test results followed by wider trials with real classes (30 students); (7) revise it into an operational product in the form of teaching materials that are ready to be tested for

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their effectiveness.

2.5 Preliminary Study

Research and development of teaching materials begins with a needs analysis. Based on the results of the observations and interviews, they were analyzed to obtain an appropriate description of the conditions of learning, teaching materials, and the media used. The results of the analysis of the needs for teaching materials needed, namely critical reading teaching materials that are tailored to the needs and characteristics of first semester students at the S-1 Study Program of Indonesian Language and Literature, Faculty of Teacher Training and Education, University of Lampung.

1. Product Design and Development

   The design of teaching materials begins with determining a map of the needs for teaching materials prepared based on an analysis of the material needs that must be prepared in teaching materials. The general structure of teaching materials are titles, materials, study instructions (student instructions), competencies to be achieved, supporting information, assignments, work steps, and assessments.

2. Product Evaluation

   The evaluation of the development of teaching materials is carried out in four stages, namely (1) expert/expert testing relevant to the field of study, (2) practitioner expert test, namely critical reading lecturers at the Faculty of Teacher Training and Education, (3) small-scale trials (10 students), and (4) a large-scale trial (2 classes = 70 students).

2.6 Data Collection Techniques

Data collection techniques in this study are as follows.

1. Documentation
2. Observation
3. Interview
4. Questionnaire

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2.7 Research Instruments

The research instrument is a tool used to collect the data under study.

This study uses the following instruments.

1. Interview sheet for the needs of lecturers and students, to find out the teaching materials and media needed in learning.
2. Improvements before being tested in the learning class.
3. Improvements after being tested in the learning class.

2.8 Data Analysis Techniques

The data analysis technique in this study used a qualitative descriptive technique. The data analysis was carried out by examining the validity sheets for expert tests, student questionnaire sheets, and lecturer questionnaire sheets. After the data is collected, then the average score of each aspect of the criteria is calculated using the following formula (Sudjana, 2010: 109).

$$X = \frac{\Sigma X}{N}$$

Description:

X = average score

n = number of ratings

X = total score

Data analysis from the results of the expert and practitioner trial questionnaire was obtained through an assessment instrument with a scale of 5. Furthermore, the results were described and used as the basis for assessing the quality of teaching material products. The formula used to calculate the percentage of each subject is as follows.

$$percentage = \frac{total\ score}{max\ score} \times 100$$

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Furthermore, for giving meaning and making decisions, the provisions of Riduan & Sunarto (2009: 23) have been modified as follows.

Table 1 Eligibility Level Criteria

No	Score Range	Criteria
1	21% - 40%	Less Worthy
2	41% - 60%	Decent Enough
3	61% - 80%	Worthy
4	81 - 100%	Very worth it

Calculation of the effectiveness of teaching materials by calculating the average pretest, posttest, and N-gain. which was developed according to Smeltzer (2002). To test the effectiveness of the product, manual calculations are used, namely the N-Gain effectiveness formula, as follows.

$$\text{N-Gain} = \frac{posttest\ score - Initial\ ability\ test\ scores}{max\ score - Initial\ ability\ test\ scores}$$

Description:

N-Gain : Normalized gain

Pretest: The initial value of learning

Posttest: The final value of learning

Furthermore, the gain score is obtained as a comparison of the actual gain with the maximum gain. The actual gain is the difference between the posttest scores and the pretest scores. The N-gain formula is as follows: The N-gain interpretation criteria proposed by Smeltzer (2002).

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Table 2 N-gain Interpretation Criteria

Average Normalized Gain	Interpretation Criteria
g > 0,7	Tall
0,3 < g ≤ 0,7	Currently
g ≤ 0,3	Low

3. DISCUSSION

The results and discussion contain preliminary research, the development process, product trials, the feasibility of critical reading teaching materials using Prezi media, and the effectiveness of critical reading teaching materials using Prezi media.

3.1 Preliminary Study

The results of the preliminary research indicate that the Bachelor of Education Study Program of Indonesian Language and Literature, Faculty of Teacher Training and Education, University of Lampung is used as the place of research. This potential is analyzed based on the results of observations and interviews to determine the state of the learning process that has been carried out so far, whether there are products developed and what media are used and the level of needs of lecturers and students for critical reading teaching materials developed. From the results of observations and interviews conducted on critical reading lecturers, it shows that the textbooks used as supporting teaching materials, namely textbooks, are in accordance with the Graduate Learning Outcomes- Study Programs (CPL-Prodi) and Course Learning Outcomes (CPMK) to provide knowledge, understanding, and critical reading skills so that students can examine the nature and application of critical reading. However, the textbooks used are still general in nature which includes all Graduate Learning Outcomes – Study Programs (CPL-Prodi) and Course Learning Outcomes (CMPK) in the first semester. In the process of learning to read critically, they still use powerpoint or slide media, especially during the current pandemic, which requires

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lecturers to use media that is connected via the internet because the learning process is carried out from home, so media that is connected via the internet is needed. One of the media that can be used in learning is Prezi learning media. Therefore, critical reading teaching materials by utilizing Prezi media have the potential to be developed.

3.2 Development Process

The product development process, namely, (1) The analysis stage of the RPS (Semester Learning Plan) based on the guidelines for developing teaching materials and Graduate Learning Outcomes (attitudes, general skills, special skills, knowledge and Learning Outcomes of Courses (The essence of critical reading and reading techniques/applications) critically), (2) describing indicators, (3) designing a grid for the preparation of questions, (4) designing question formats and assessment rubrics, (5) assessing student assignment results.Product evaluation is carried out by material experts, media experts, and practitioners.

Table 3 Expert Evaluation Results

No	Expert	Percentage	Category
1	Media	84,2%	Very worth it
2	Language	86,2%	Very worth it
3	Practitioner	90,26%	Very worth it

Based on the assessments of media experts, linguists, and expert practitioners, it can be concluded that the product of critical reading teaching materials by utilizing the developed Prezi media is included in the category of very feasible to be tested on campus.

3.3 Product Trial

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Product trials are carried out in two stages, namely limited-scale product trials and broad-scale product trials. A limited-scale product trial was conducted in class A S-1 Study Program of Indonesian Language and Literature Education Faculty of Teacher Training and Education, University of Lampung with a total of 10 respondents. A wide-scale product trial was conducted in class A and class B of the S-1 Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung with a total of 70 respondents. The following table presents the results of the two trials.

Table 4 Limited-Scale Trial Results

Research subject	Interesting Teaching Materials		Ease of Use of Teaching Materials		Benefits of Teaching Materials		Appropriateness	
	Amount	Value	Amount	Value	Amount	Value	Amount	Value
1	35	87,5	16	80	24	80	75	83,33
2	33	82,5	18	90	26	86,6	77	85,56
3	32	80	16	80	25	83,3	73	81.11
4	33	82,5	17	85	26	86,6	76	84,44
5	29	72,5	16	80	27	90	72	80
6	33	82,5	15	75	26	86,6	74	82,22
7	32	80	15	75	25	83,3	72	80
8	34	85	18	90	28	93,3	80	88,89
9	33	82,5	17	85	24	80	74	82,22
10	30	75	17	85	25	83,3	72	80
Average	32,4	81	16,5	82,5	25,6	85,3	74,5	82,78

Based on calculations from data processing on a limited-scale trial, the results obtained were data related to the attractiveness of teaching materials obtained an average value of 81, aspects of the use of teaching materials obtained an average value of 82.5, aspects of the usefulness of teaching materials obtained an average value of 85 ,3. Overall, when viewed from the attractiveness of teaching materials, ease of use of teaching materials, and usefulness of teaching materials, the average score is 74.5 with a feasibility value of 82.78. Thus, it can be concluded that the trial of the use of limited-scale teaching materials in the S-1 Study Program of

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Indonesian Language and Literature Education Faculty of Teacher Training and Education, University of Lampung as a whole is very good or very suitable for use in learning.

Table 5 Broad-Scale Product Trials in Two Classes

Subjek Penelitian	Respon-dent	Interesting Teaching Materials		Ease of Use of Teaching Materials		Benefits of Teaching Materials		Appropriateness	
		Amount	Value	Amount	Value	Amount	Value	Amount	Value
Class A S-1 Study Program of Indonesian Language and Literature Education Faculty of Teacher Training and Education, University of Lampung	36	32,47	81,18	16,22	81,11	24,63	82,11	73,33	81,47
Class B S-1 Study Program of Indonesian Language and Literature Education Faculty of Teacher Training and Education, University of Lampung	34	31,97	79,11	16,52	82,64	24,5	81,60	73	81,11

Based on a wide-scale product trial in the S-1 Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung, the results obtained with an average value of 0.31095 from class A while class B was obtained with an average value of 0.34393 . For the overall average value of the two classes is 0.32744. So the effectiveness of the teaching material products in this test is included in the medium category.

Table 6 Comparison of Pretest and Posttest Results

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No	University Name	Class	Amount Student	Final Score	Average Score Pretest and Posttest		N-Gain
					Pretest	Posttest	
1	S-1 Study Program of Indonesian Language and Literature Education Faculty of Teacher Training and Education, University of Lampung	A	36	51-<61	74,44	82,43	0,31095
2	S-1 Study Program of Indonesian Language and Literature Education Faculty of Teacher Training and Education, University of Lampung	B	34	51-<61	75,29	83,08	0,34393
Average					74,865	82,74	0,32744

Based on a wide-scale product trial in the S-1 Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung, the results were obtained with an average value of 0.31095 from class A while class B was obtained with an average value of 0.34393 . For the overall average value of the two classes is 0.32744. So the effectiveness of the teaching material products in this test is included in the medium category.

4. CONCLUSION

Based on the results and discussion of the research, it can be concluded as follows.

1. This development goes through several stages in the form of preliminary research, by looking at the potential problems that exist, the learning objectives of learning resources, the determination of teaching materials, and the media used. The development of these teaching materials focuses more on the application of critical reading to texts and the use of Prezi media which is adapted to the current pandemic conditions where the learning process is carried out online from home so that students can easily receive the material presented by the lecturer.

2. The results of the feasibility test obtained through media experts, language experts,

Comment [MOU4]: Concentrate on the research objectives and communicate the outcomes of the staged development of the textbook.

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practitioners, critical reading lecturers, and students by providing a questionnaire as a basis for assessment. Assessments obtained from media experts in the "Very Eligible" category with a percentage score of 84.2%, then linguists in the "Very Eligible" category with a percentage score of 86.2%, then practitioners in the "Very Eligible" category with a percentage score of 90, 26% , critical reading dose assessment with the category "Very Eligible" with a percentage of 90.26%. Then the assessment of students from class A with a percentage of 81.47% in the "Very Eligible" category while class B with a percentage of 81.11% in the "Very Eligible" category so that critical reading teaching materials by utilizing Prezi media can be used in learning activities.

3. Based on the calculation of the results of the pretest, posttest, and N-gain, Critical Reading by Utilizing Prezi Media from both classes was declared to have an effectiveness value of (0.31095), and (0.34393) was included in the medium category. Thus, the product of teaching materials in the form of Critical Reading by Utilizing Prezi Media is effectively used in learning.

Comment [MOU5]: Preferably in the research methods section, the researchers need to explain the test instrument used (information not found) if indeed in the end there is a pretest and posttest. then explain in more detail the class used as the research site (information not found).

Researchers should not suddenly get data related to effectiveness value without planning in advance on the research method.

Comment [MOU6]: There are still several citations obtained from the expert, but they are omitted from the references, rendering the references insufficient to include all of the experts whose phrases were used in this study.

Researchers should utilize a referencing generator to optimize the reference management.

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