
**DEVELOPMENT OF CRITICAL READING TEACHING MATERIALS BY USING PREZI MEDIA IN S-1 STUDENTS OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION STUDY PROGRAM
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Abstract

Aim: The aim of the research is to 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: Research 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 adopted are tests, interviews, and questionnaires administered on 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 session. Product design validation is carried out by relevant 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% respectively; 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"

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 have broad knowledge horizons,

open creativity, high imagination, advanced **developed** thinking and **which is** the forerunner of intelligent and intellectual human empowerment. This is supported by the opinion of Tarigan (2008) **that** 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 stated in the **2003 National Education System Law in Chapter III article 4 paragraph 4 which is implemented in Indonesia concerning the Principles of Education Implementation, that education is held by developing a culture of reading, writing, and arithmetic for all members. from 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 understanding, analysis, and re-disclosure of problems in accordance with their understanding and knowledge. Albert (in Tarigan, 2008: 92) says "Critical reading is a type of reading that is done wisely, thoughtfully, deeply, evaluatively, and analytically, and not just looking for mistakes". Meanwhile, according to Sultan (2018: 4) Critical reading is a reading process carried out to understand deeply the information contained in the reading, both explicit information from written messages, as well as the hidden purpose behind the text.

The success of lecturers in carrying out their duties can affect the learning process in the classroom. Therefore, lecturers must be ready 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 the desired goals. In this case Sunendar, et al., (2016) stated "Teaching materials are teaching materials that are systematically arranged which used by teachers and students in the learning process". Meanwhile, teaching materials are all forms of materials used to assist lecturers or instructors in carrying out the learning process in the classroom. the material in question is in the form of unwritten material or material (Prastowo, 2016: 238). Thus, the role of teaching materials as a learning component is very

important in an effort to improve learning outcomes. Learning to read critically is contained in the RPS (Semester Learning Plan) which aims to make students able to explain the nature of critical reading and apply critical reading methods to news texts, editorials, advertorials, and opinions.

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, University of Lampung, which **was** carried out by researchers, it is known that the teaching materials used by lecturers are textbooks circulating in the market, not homemade and lecturers are accustomed to taking teaching materials from textbooks as teaching materials. For this reason, the development of teaching materials needs to be done to get appropriate teaching materials. **Lecturers are expected to be able to develop teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, namely the characteristics and social environment of students so as to arouse students' potential in using their thinking skills.** Then, helping students in obtaining alternative teaching materials in addition to textbooks and making it easier for lecturers to carry out learning. raise the potential of students in using their thinking skills. This is regulated in **Indonesian 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 conditions where the teaching and learning process is carried out online, the **researchers used** this 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, (1) it has more factors than other slides, (2) it does not need to move from one slide to another. Enough with one large canvas that can **insert** images, videos, data, and others. So for presentations with Prezi you **do not** need many slides, just 1 slide, (3) **it is** easy to combine images, sound and video in one view, (4) very easy to use. So, the development of critical

reading teaching materials by utilizing Prezi media provides the internal needs needed by every student in achieving achievement and motivation in growing student interest in learning even though the learning process is carried out from home so that learning media is needed so that it can be carried out properly and optimally. The choice of media also affects students' learning motivation. When students judge that what is displayed by the lecturer is not interesting, students will quickly feel bored in participating in learning activities. On the other hand, when learning materials are packaged in such a way using interesting media, learning will be fun. So that students are motivated to follow the next lesson. In this study, the use of media serves to provide convenience to students in understanding critical reading material.

Several studies that are relevant to this research, 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 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 students needs regarding the need for critical reading teaching materials containing short stories and 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 message of the short story using critical reading skills contains the moral message of the short story by Rosa which was published January 1, 1997.

Furthermore, Mar'atussaleha's (2019)'s study, stated that the effect of using Prezi learning media has an effect on students abilities in learning materials for diversity in Indonesian society, namely respecting the teachings of their religion, working together, not discriminating against ethnicity and culture. This can be seen from the significant difference in learning outcomes due to using different learning media in the form of Prezi learning media.

Based on the explanation that have 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, 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 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 conducting of interviews on lecturers and filling of 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 during the first semester on 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.

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

This research and development uses the Borg and Gall (1989: 624) model that educational development research is a process used to develop and validate educational products. According to Tegeh, dkk (2014: 7) the Borg and Gall development model consists of ten stages, namely research and information gathering stages, planning, initial product development, field test preparation, main product revision, main field test, product revision implementation, and field test. operations, final product revision, and deployment and implementation.

The research procedure was simplified into seven stages from ten to seven Borg & Gall stages. this is adjusted to the characteristics, limitations of time, cost, and energy. These stages are then elaborated into 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 development of initial product forms; (4) product evaluation through validation by related experts; (5) revision of product design validation results; (6) product trials on peer and small class trials and product revision 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 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 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

2.7 Research Instruments

The instruments used to collect data in this development research are tests, interviews, and questionnaires. The research instruments used to collect data for research include the following.

a. Test

The test is a method or procedure in the context of measuring and assessing the field of education in the form of giving assignments or a series of questions that must be done by respondents (Sudijono, 2010: 67). The test given to students in the critical reading pretest is in the form of an essay question consisting of 5 questions.

b. Interview

Interviews include data collection using open-ended questions (Setiyadi, 2013: 243). Interviews are a way to obtain information directly from lecturers of critical reading courses. Interviews were conducted with lecturers and students to find out firsthand the conditions of learning that were carried out related to the need for the use of critical reading teaching materials and what media was used.

c. Questionnaire

Questionnaire or questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2015: 199). The questionnaire was given to experts/experts who have competence in the relevant field of study, lecturers of critical reading courses, and first semester students in S-1 Indonesian Language and Literature Study Program who received critical reading material. The purpose of distributing this questionnaire is to obtain an objective description of the feasibility of the teaching materials developed and the attractiveness of their use so that they are expected to motivate students to learn.

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 sheet for the expert test, student questionnaire sheet, and lecturer questionnaire sheet.

a. The analysis of the questionnaire sheet for Linguists, Media Experts, and Practitioners (Lecturers of Reading Courses) was changed from qualitative to quantitative form.

b. After the data was collected, 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

c. After calculating the average score of all assessment criteria, then it is converted into percentage/proportion results. The percentage score is obtained by calculating the average answer based on the assessment instrument according to 1 linguist, 1 media expert, 1 practitioner expert, 1 reading course lecturer and first semester students in the S-1 Study Program of Indonesian Language and Literature Education. The formula for calculating the percentage of the feasibility of teaching materials is as follows.

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

The score from the calculation will indicate the feasibility level of the research in the form of "Development of Critical Reading Teaching Materials by Utilizing Prezi Media" from media experts, linguists, practitioners, lecturers and first semester students from the S-1 Study Program of Indonesian Language and Literature Education, namely Faculty of Teacher Training and Education, University of Lampung. The result of the percentage score is then converted into qualitative data using the modified interpretation of the score according to Riduwan & Sunarto (2009: 23).

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
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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.

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

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).

Table 2 N-gain Interpretation Criteria

Average Normalized Gain	Interpretation Criteria
$g > 0,7$	Tall
$0,3 < g \leq 0,7$	Currently
$g \leq 0,3$	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 this study describe three things, firstly developing the development of critical reading teaching materials using Prezi media for undergraduate students of the Indonesian Language and Literature Education Study Program using Prezii media. Second, the results of critical reading teaching materials using Prezi media for undergraduate students of the Indonesian Language Education Study Program. Third, the effectiveness of critical reading teaching materials by utilizing Prezi media in the Indonesian Language Education Study Program based on the assessment of media experts, linguists, practice experts, and students based on Research and Development (R&D) research designs. R&D is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2015: 407).

The results of the preliminary research indicate that the Bachelor of Education Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung is used as a place of research. This potential is based on the analysis of 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 as well as the level of needs of lecturers and students for critical reading. developed teaching materials. From the results of observations and interviews conducted with reading lecturers, it shows that the textbooks used as supporting materials, namely textbooks are in accordance with the Postgraduate Learning Outcomes- Study Programs (CPL-Prodi) and Subject Learning Outcomes (CPMK). 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, covering all Postgraduate Learning Outcomes – Study Programs (CPL-Prodi) and Course Learning Outcomes (CMPK) in the first semester. In the critical reading learning process, we still use powerpoint or slide media, especially during the current pandemic which requires using media connected via the internet because the learning process is carried out from home, so media connected via the internet is needed. One of the media that can be used in learning is Prezi learning media. Therefore, critical learning materials by utilizing Prezi media are 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

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 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	Respondent	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	36	32,47	81,18	16,22	81,11	24,63	82,11	73,33	81,47

Subjek Penelitian	Respondent	Interesting Teaching Materials		Ease of Use of Teaching Materials		Benefits of Teaching Materials		Appropriateness	
		Amount	Value	Amount	Value	Amount	Value	Amount	Value
Faculty of Teacher Training and Education, University of Lampung									
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

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 that the objectives of the research on developing critical reading teaching materials by utilizing the media are, developing critical reading teaching materials using Prezi media, knowing the feasibility of critical reading teaching materials using Prezi media, and knowing the effectiveness of reading teaching materials. critically by using Prezi media. The research objectives will be presented as follows.

1. The process of developing critical reading teaching materials using Prezi media starts from the planning stage based on the objectives of critical reading planning, learning resources, determination of teaching materials, and the media used. Conducting Development conducting limited-scale, wide-scale trials, and revising products. This teaching material focuses more on the application of critical reading of 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 were obtained through media experts, linguists, practitioners, critical reading lecturers, and students by providing a questionnaire as a basis for assessment. Assessments were 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 score percentage of 90, 26%, critical reading dose assessment with the category "Highly Qualified" 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. The effectiveness test is the stage of testing the teaching material products that have been produced with the aim of knowing the effectiveness of their use in learning. This effectiveness test was carried out in two classes, namely grades A and B semester one in the S-1 Study Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung by distributing questions related to the learning materials used as instruments for the effectiveness of the use of teaching materials in achieving learning objectives. The questions used are adjusted to the indicators of achievement of critical reading learning objectives. The purpose of this research stage is to determine whether the performance of the product developed is in accordance with the established criteria or not. Before conducting the trial, the researcher looked at student data and critical reading scores before using the product. This value will be used as a pretest value and the next step is the implementation of learning by using teaching material products in the learning achievement (CP). This value will be used as the posttest value. After collecting data on pretest and posttest values, the results of data collection for testing the effectiveness of the product were carried out manually. As for the pretest, posttest, and N-gain scores, Critical Reading by Utilizing Prezi Media from both classes was declared to have an effectiveness value (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.

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