

# Efforts to Increase Students' Reading Interest Through the Multimedia-Based Glenn Doman Learning Model in Class II SD Rameuan State District Like Makmue Regency Kingdom Nagan

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## Abstract

This study aims to increase students' interest in reading through the Glenn Doman learning model based on multimedia in class II at SD Negeri Rameuan, Suka Makmue District, Nagan Raya Regency. This research is a Classroom Action Research (PTK), which is carried out in two cycles consisting of planning, implementation, action, observation, and reflection. This type of research is qualitative research. In this study, there were 25 students in class II of SD Negeri Rameuan. Collecting research data through teacher observation sheets, student observation sheets, documentation, and questionnaires. All students of grade II SD Negeri Rameuan with a total of 25 students, 15 students could not read. Based on the results of the study it is known that there has been an increase using the Multimedia-Based Glenn Doman learning model. The results of student observations in accordance with observations in cycle I obtained a percentage value of 74.3% in the good category, the results of teacher observations obtained a percentage value of 82.14% in the good category and the results of the questionnaire obtained a value of 63.5% in the fairly good category. The results of student observations in accordance with observations in cycle II obtained a score of 95% in the very good category. The results of teacher observations obtained a score of 100% in the very good category and the results of the questionnaire obtained a value of 93.9% in the very good category. Thus it can be concluded that the use of the Multimedia-Based Glenn Doman learning model can increase students' interest in reading in class II of SD Negeri Rameuan, Suka Makmue District, Nagan Raya Regency. the results of teacher observations obtained a percentage value of 82.14% in the good category and the results of the questionnaire obtained a value of 63.5% in the fairly good category. The results of student observations in accordance with observations in cycle II obtained a score of 95% in the very good category. The results of teacher observations obtained a score of 100% in the very good category and the results of the questionnaire obtained a value of 93.9% in the very good category.

## Keyword:

Interest in Reading, Glenn Doman Learning Model Based on Multimedia

## 1. INTRODUCTION

Reading is a window to the world which is one of the sentences that we often hear from childhood until now. By reading we can find out about the issues that occur in the world. Reading can increase intelligence, know information and also deepen knowledge. The more often we read, the more insight and knowledge we get. But the less often we read the knowledge we have is increasingly limited. So, reading is the main key in obtaining information and knowledge. With this knowledge we are able to solve a problem that occurs in life. Without knowledge, of course we will find many difficulties in solving every problem we face (Rahman, 2017: 5). The main activity in the learning and teaching process at school is reading. Because reading is the main key in achieving student success in learning. Reading is a thinking process which includes understanding, telling, interpreting the meaning of written symbols by involving sight, eye movements, inner speech, and memory (Harianto, 2020: 2). According to the Big Indonesian Dictionary (KBBI) reading is a process of activities carried out and used to get the message the writer wants to convey, and to understand the contents of what is written orally or only in the heart. interpret the meaning of written

symbols by involving sight, eye movement, inner speech, and memory (Harianto, 2020:2). According to the Big Indonesian Dictionary (KBBI) reading is a process of activities carried out and used to get the message the writer wants to convey, and to understand the contents of what is written orally or only in the heart. interpret the meaning of written symbols by involving sight, eye movement, inner speech, and memory (Harianto, 2020:2). According to the Big Indonesian Dictionary (KBBI) reading is a process of activities carried out and used to get the message the writer wants to convey, and to understand the contents of what is written orally or only in the heart.

Based on the results of preliminary observations that the author has made, the majority of students at SD Negeri Rameuan, Suka Makmue District, Nagan Raya Regency, are still lacking in interest in reading, which can be seen when the learning process is carried out, there are still many students who are unable to read due to the low interest that exists in students. . It can be seen from class II of SD Negeri Rameuan, based on observations that interest in reading in this class is still lacking so that students are still difficult to understand learning, out of 25 students (100%) almost all students have no interest in reading, after the researchers made observations, there were 15 students ( 60%) could not read and there were 10 students (40%) who could read and quickly understood learning. Lack of motivation to read in students is influenced by internal factors and external factors. Internal factors, namely factors that come from within students can be seen from the number of students who are less motivated in reading because children spend more time playing with friends. while external factors are factors that come from outside such as lack of support from parents, the surrounding environment, and are also influenced by increasingly sophisticated technology.

### *Interest in Reading*

Interest in reading is a desire, willingness and high inclination towards reading. According to (Suparlan, 2021: 6) states that reading skills are a must in life, not only in terms of educational life, but also very important in social life. By reading students will know everything better, students will also have broader knowledge and insight. According to Ratnasari (in Afriani, et al, 2021: 21) suggests that interest in reading is a strong and deep concern accompanied by a feeling of pleasure towards reading activities so that it can direct someone to read on their own accord or encouragement from outside. Factors Influencing Interest in Reading Interest in reading grows from each person's personality, so to increase interest in reading requires the awareness of each individual as stated by Suantara (in Afriani, 2021:21). The factors that influence interest in reading are: (1) Intention, intention in carrying out activities to read. Generating intention is the main key so that children like to read (2) Will or desire, when reading Something should be based on will or desire. The desire which then drives to do something without coercion. (3) Likes, interests are also related to likes. The feeling of liking reading will be a factor in increasing interest in reading.

### *Multimedia-Based Glenn Doman Model*

The Multimedia-Based Glenn Doman Method is a method further developed by Glenn Doman by utilizing advanced information technology, designed using mixed multimedia methods and matching between audio, visual and text. The Glenn Doman Method is a method of teaching children to read and recognize letters. by using flash cards so students will have the ability to be confident, imaginative (Ahmadi, 2010:65).

### *Steps In Teaching The Glenn Doman Method*

According to Indriana (in Angreany, 2017: 4) in teaching using the Glenn Doman Method there are several steps, namely: (1) The cards that have been arranged are held at chest level and face the student (2) Remove the cards one by one after the teacher finishes explaining (3) Give the cards that have been explained to students who are close to the teacher. Ask students to observe the card, then pass it on to other students until all students observe. (4) If the presentation uses the game method: Place the cards randomly in a box far from the students, Prepare students who will compete and the teacher instructs students to look for cards that contain the appropriate picture, text or symbol.

## **2. RESEARCH METHODOLOGY**

The approach used in this study is a qualitative approach. The type of research used is Class Action Research (CAR), which is an attempt to examine the learning activities of a group of students by providing an action that is deliberately raised. The purpose of this classroom action research is to improve learning.

Improvements are made gradually and continuously during the research activities carried out. PTK is carried out in the form of a repeating cycle in which there are four main stages of activity namely Planning, Action, Observation, and Reflection. The choice of this strategy is considered appropriate because the problem raised in this study is a problem that occurs in class II of SD Negeri Rameuan, Suka Makmue District, Nagan Raya Regency, namely the students' low interest in reading. In the process of action carried out in this study, efforts were made so that the problems that occurred could be handled, as well as to improve the quality of students' interest in reading in learning. The subjects in this study were 25 grade II students of SD Negeri Rameuan, Suka Makmue District, Nagan Raya Regency. The research was carried out in a series of spiral-shaped steps. Each step has four stages, namely planning, acting, observing, and reflecting according to (Suwandi, 2013: 5).

### 3. RESULT AND DISCUSSION

#### *Cycle I*

The activities carried out in the implementation of cycle 1 include planning, implementing actions, observing (observation) on the implementation of actions and reflection, observing (observing) the implementation of cycle 1 actions includes observing teacher activities and observing student activities. Each activity can be explained as follows:

#### *Planning*

There are several activities carried out at the planning stage, namely preparing a learning implementation plan (RPP) related to the theme of caring for animals and plants, preparing observation sheets, which include observing teacher activities and observing student activities.

#### *Implementation*

At this stage, the researcher realized the learning plan that had been formulated in the lesson plan. The stages that have been arranged in the lesson plan are then carried out in the class. The stages that have been described are as follows:

- a. The teacher greets, asks how the students are doing, takes attendance.
- b. This was followed by a prayer led by a student.
- c. Students are asked to check the neatness and cleanliness of the class.
- d. The teacher tells students the theme of the lesson to be delivered.
- e. The teacher guides students in reading a text that uses cursive letters and circles the capital letters contained in the text.
- f. The teacher introduces the letters of the alphabet and vowels in the Multimedia-Based Glenn Doman learning model, namely in the form of illustrated letter cards.
- g. The teacher shows several cards, where the cards contain a word, the teacher removes the cards one by one telling the students to read the name on the card until it is repeated so that it is easy to remember the letters.
- h. The teacher completes the learning process by using the Glenn Doman learning model based on multimedia.
- i. The teacher summarizes the results of learning and provides reinforcement in the material.
- j. The teacher gives an evaluation.

The reading results obtained from cycle I can be seen from the teacher's efforts in increasing students' interest in reading. On the teacher observation sheet observed by the observer teacher, the percentage value of 82.14% was included in the (Good) category. While the results of the student observation sheet in cycle I obtained an average value of 17.84 with a percentage value of 74.3% included in the (Good) category. The results of the questionnaire on students' reading interest in cycle I obtained a percentage value of 63.5% included in the (Good enough) category. The results of the student interest in reading questionnaire have shown an increase, but the goal of improving learning is not optimal and not optimal, so it needs to be improved again. Therefore the researchers continued to improve learning in cycle II with more leverage.

#### *Cycle II*

Activities carried out in cycle II include planning, implementation, observation (observation), the implementation of actions, and reflection. Observation (observation) of the implementation of cycle II actions includes observing teacher activities and observing student activities. Each activity can be explained

as follows:

### *Planning*

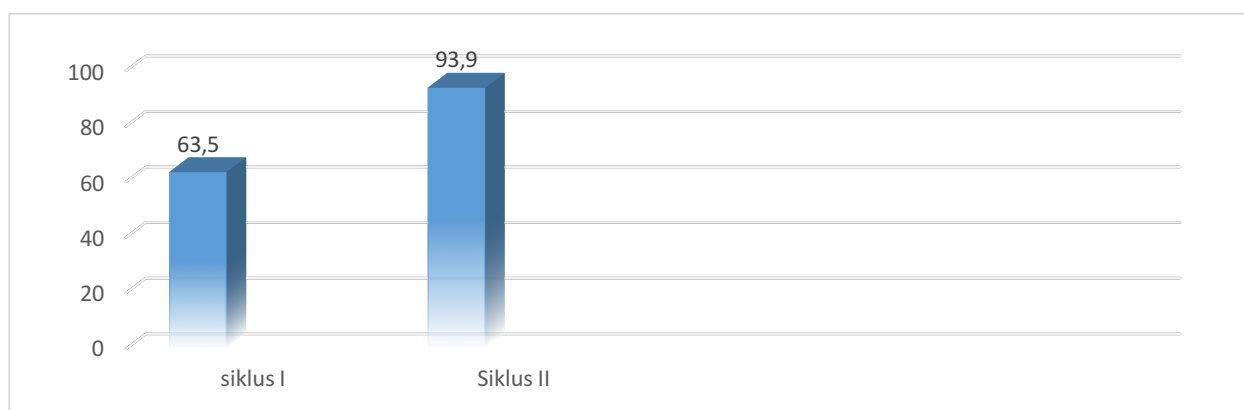
There are several activities carried out at the planning stage, namely preparing a learning implementation plan (RPP) related to the theme of caring for animals and plants, preparing observation sheets, which include observing teacher activities and observing student activities.

### *Implementation*

At the implementation stage, the researcher realized the learning plan that had been formulated in the RPP at the cycle II stage. The stages that have been arranged in the lesson plan are then carried out in the class. The stages that have been described are as follows:

- The teacher greets, asks how the students are doing, takes attendance.
- This was followed by a prayer led by a student.
- Students are asked to check the neatness and cleanliness of the class.
- The teacher informs the theme about caring for animals and plants.
- The teacher guides students in reading a text that uses cursive letters.
- The teacher asks students to circle the capital letters in the text.
- Students discuss the use of capital letters with their neighbors.
- Students conclude that capital letters are used at the beginning of sentences.
- The teacher provides a box containing scrambled letter cards.
- The teacher asks students to write one of the names of animals and plants in the surrounding environment.
- Then, the teacher asks students to come forward to arrange cards according to the names that have been done (individuals).
- The teacher gives an evaluation of the second cycle and students take part in the second cycle evaluation activities well.

The results of the second cycle of teacher observation sheets have increased by obtaining a percentage value of 100% included in the (Very Good) category. Student observation sheets in cycle II experienced an increase by obtaining an average value of 37.56 and a percentage value of 93.9% included in the (Very Good) category. Whereas in cycle II the students' reading interest questionnaire experienced a significant increase by obtaining a percentage value of 93.9% included in the (Very Good) category. so that the researcher finished the research in cycle II. The following is a comparison graph of Cycle I and Cycle II Values.



The reading results obtained from cycle I can be seen from the teacher's efforts to increase students' interest in reading. On the teacher observation sheet observed by the observer teacher, the percentage value of 82.14% was included in the (Good) category. and the results of the cycle II teacher observation sheet have increased by obtaining a percentage value of 100% included in the (Very Good) category. While the results of the student observation sheet in cycle I obtained an average value of 17.84 with a percentage value of 74.3% included in the (Good) category. As for cycle II, there was an increase by obtaining an average value of 37.56 with a percentage value of 93.9% included in the (Very Good) category. The results of the questionnaire on students' reading interest in cycle I obtained a percentage value of 63.5% included in the

(Good enough) category. While in the reading interest questionnaire cycle, students experienced a significant increase by obtaining a percentage value of 93.9% included in the (Very Good) category.

#### 4. CONCLUSION

The reading results obtained from cycle I can be seen from the teacher's efforts to increase students' interest in reading. On the teacher observation sheet observed by the observer teacher, the percentage value of 82.14% was included in the (Good) category. and the results of the cycle II teacher observation sheet have increased by obtaining a percentage value of 100% included in the (Very Good) category. While the results of the student observation sheet in cycle I obtained an average value of 17.84 with a percentage value of 74.3% included in the (Good) category. As for cycle II, there was an increase by obtaining an average value of 37.56 with a percentage value of 93.9% included in the (Very Good) category. The results of the questionnaire on students' reading interest in cycle I obtained a percentage value of 63.5% included in the (Good enough) category. While in the reading interest questionnaire cycle, students experienced a significant increase by obtaining a percentage value of 93.9% included in the (Very Good) category.

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