

Effect of reading workshop learning model on reading comprehension skills and reading motivation of 4th grade elementary school

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Abstract

This research is motivated by the low reading comprehension skills and reading motivation of students in learning Indonesian reading comprehension skills in elementary school. The purpose of this study was to determine the effect of the Reading Workshop Learning Model on reading comprehension skills and reading motivation of fourth grade students of SDIT Al-Fityan School Gowa, Gowa Regency. The method used in this study is a quasi-experimental method with a nonequivalent control group design. The population in this study were all 4th grade students of SDIT Al-Fityan School Gowa, totaling 112 students. Purposive sampling is used to determine the sample to be studied with sampling criteria based on certain considerations. The sample selected was class IV.C as the control class with 28 students and class IV. D as the experimental class with 28 students. Data collection techniques through test instruments and questionnaires. Data analysis of test results to determine students' motivation and reading comprehension skills were analyzed using descriptive analysis and inferential analysis, through independent sample T-test and Manova test which showed that students' reading comprehension skills got an average pretest score of 76.11 and an average pretest score of 76.11. average posttest 89.54. The results of the independent sample T-test are $T_{count} = 5.562 > T_{table} 1.674$ and the value of sig. ie $0.000 < 0.05$. The results of students' reading motivation obtained a value of $T_{count} 5.648 > T_{table} 1.674$, the value of sig. $0.000 < 0.05$. Manova test results = $0.000 < 0.05$, which means H_a is accepted and H_o is rejected.

Keywords: Reading Workshop Model, Reading Comprehension, Reading Motivation

PRELIMINARY

Learning Indonesian at the elementary school level focuses on students' ability to use Indonesian as the language of everyday communication. This ability both orally and in writing. Students are expected to be able to improve their Indonesian language skills through reading, asking questions, answering and arguing with others. In learning Indonesian, learning will be easier if learning is holistic, realistic, relevant, meaningful, and functional, and cannot be separated from the context of the conversation (Iskandar, 2018).

Reading skills are language skills that must be mastered by elementary school students in learning Indonesian. Mastering good reading skills will help students absorb written information quickly and accurately. Reading is also a process that is carried out and used by the reader to get the message that the writer wants to convey through the medium of

words/written language. (Ahmad & Damayanti, 2016).

Reading in Islam is a commandment of Allah swt. The first verse that Allah revealed to the Prophet Muhammad was the command to read.

Allah SWT. says in the Qur'an surah Al-'Alaq verses 1-5:

surah Al-'Alaq ayat 1-5 :

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) (١) اِقْرَأْ بِسْمِ رَبِّكَ الَّذِي خَلَقَ

اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Translation:

1) Read by (mentioning) the name of your Lord who created; 2) he has created man from a clot of blood; 3) read, and your Lord is the most exalted; 4) who teaches (humans) with a pen; 5) he taught man what he did not know.

One of the skills that must be possessed by students is reading comprehension skills. Reading comprehension is reading that focuses on the understanding of the reader. Reading comprehension focuses on the understanding of the reader, besides that in reading comprehension, students are not only required to understand and understand the contents of the reading, but they must also be able to analyze or evaluate and relate it to the experiences and prior knowledge they have (Untari & Saputra, 2007). 2016).

Reading comprehension is a reading activity carried out by someone to understand the contents of the reading as a whole. Reading comprehension is an activity of reconstructing the messages contained in the text that is read by connecting the knowledge possessed to understand the main idea, important details, and all understanding and remembering the material read. (Riyadi et al., 2019)

Reading is a complex skill that involves a series of smaller skills. In order for students to be able to reach a certain level of understanding, they should experience a long learning process. Therefore, students need to know and master several aspects of reading comprehension. Aspects in reading comprehension include: a) understanding simple meanings (lexical, grammatical, rhetorical); b) understand the significance or meaning (the author's intent and purpose, cultural relevance/state, readers' reactions); c) evaluation or assessment (content, form); d) flexible reading speed, which is easily adapted to circumstances (Ariawan et al., 2018)

Learning to read comprehension in elementary schools needs to receive optimal attention in order to meet the target reading skills expected at school so that an appropriate, effective and efficient reading comprehension learning plan is needed so that students can master reading comprehension skills well.

In order for students to be able to teach reading at school, a teacher should have the expertise to design and implement appropriate reading activities so that they can motivate students to read. Students who have high

motivation are generally able to achieve success in the learning process.

In the learning process, the teacher is expected not only to explain and convey a number of materials, but a teacher should master various learning models in order to manage the class well. The learning model aims to help students acquire skills, values, ways of thinking and ways of expressing themselves.

Using the right learning model can encourage the growth of students' enjoyment of learning, foster and increase motivation in doing assignments, can make it easy for students to understand lessons so as to enable students to achieve better learning outcomes and be able to achieve the expected learning objectives (Abidin, 2019)

The application of a learning model will affect students' ability to understand the material being taught. The selection and use of inappropriate learning models can hinder students' understanding of the material being taught. A teacher must be able to create an open learning atmosphere and provide optimal opportunities for students to obtain information about the material being taught so that learning becomes more interesting and material is understood more quickly by students. (Amen & Kuku W, 2020).

However, the facts that occur in schools, students' reading comprehension skills are still low, based on the results of interviews with fourth grade teachers at SDIT Al-Fityan School Gowa, it was obtained information that in learning reading comprehension, in teaching teachers have not maximized the use of appropriate learning models so that students still experience problems. difficulty in understanding what they read, difficulty in conveying ideas and ideas in front of the class. In the process of learning to read comprehension, the teacher in the classroom uses direct learning, namely the teacher conducts the lecture method or provides an explanation of the material then gives assignments, after which the teacher checks. We recommend that in learning reading comprehension, students are directed and nurtured as well as possible.

Research conducted by Ariawan, et.al (2018) said that the low reading comprehension skills of students was due to the fact that most teachers still carried out conventional learning methods, namely teaching reading using a lecture learning model and only focusing on the concept of reading and then answering questions.

Model Reading Workshop is one way to overcome these problems, especially in reading comprehension. The use of the Reading Workshop model is intended to facilitate and improve the mastery of language skills, especially students' reading comprehension skills. (Setiyadi et al., 2019)

Tierney, et al (1995) suggested that Reading Workshop is a comprehensively developed reading model that tries to engage students in meaningful reading activities.

So far, various approaches or models of learning to read in elementary school have only focused on certain aspects, not directly involving and influencing the ability to read comprehension so that the reading comprehension ability of elementary students is still relatively low.

To prove whether the Reading Workshop learning model affects students' reading comprehension and reading motivation, the authors are encouraged to carry out a study entitled "The Effect of the Reading Workshop Learning Model on Reading Comprehension Skills and Reading Motivation of Grade IV Students at SDIT Al-Fityan School Gowa, Gowa Regency"

RESEARCH METHODS

Study This is a quasi-experimental research, using quantitative data analysis. The research design is a quasi-experimental type of Nonequivalent Control Group Design. This design is almost the same as the type of Pretest-Posttest Control Group Design (Ibrahim, et.al, 2018). In this design, two groups were given a pretest to determine the initial state, whether there was a difference between the control group and the experimental group. Sugiono (2017) explains that a quasi-experimental is a type of research conducted to obtain information that does not

allow to control all external variables that affect the implementation of the experiment.

Population from this study were all fourth grade students at SDIT Al-Fityan School Gowa which consisted of 4 classes, namely grades IV.A, IV.B, IV.C and IV.D SDIT Al-Fityan School Gowa, the total number of students was 112 students. The type of sampling in this study used a purposive sampling technique, namely taking samples by considering aspects that focus on research objectives. According to Sugiyono, purposive sampling is a sampling technique for data sources with certain considerations. Researchers determine the sample of a class that has low motivation and learning outcomes reading comprehension.

Based on the sampling technique, the samples in this study were 28 students in class IV.C as the control class, and 28 students in class IV.D as the experimental class.

The data analysis technique used SPSS version 22 application with several tests including normality test, homogeneity test, independent sample T-test, and Manova test. In this study, researchers used several techniques in data collection such as observation, and measurement techniques in the form of reading comprehension tests and giving questionnaires to measure students' reading motivation.

1) Observation

Observation techniques are used to observe the learning process of reading comprehension in class IV SDIT Al-Fityan School Gowa.

2) Test

Arikunto (2010) suggests that the test is a series of exercises or questions and other tools used to measure intelligence knowledge, skills, abilities or talents possessed by groups or individuals. In giving the test, a pretest will be carried out (to measure students' initial abilities), then given treatment (treatment) by applying the Reading Workshop model to find out the significant differences in the effect of using the Reading Workshop model. The instruments used in this study were: a) observation sheets of students' activities in learning reading comprehension using the Reading Workshop model; b) criteria for

assessing reading comprehension to facilitate the assessment of reading comprehension results.

Table 1
Category reading comprehension
according to
Permendikbud no. 23 years 2016

No.	Score	Category
1.	93 - 100	Tall
2.	83 - 92	Currently
3.	74 - 82	Low
4.	0 - 73	Very low

RESULTS AND DISCUSSION

Students' reading comprehension skills were described based on the results of the pretest and posttest. Pretest was given to students in the experimental class and control class before participating in the learning process. After the learning process was carried out, a posttest was given to the experimental class that received treatment and also to the control class that did not receive treatment. This posttest activity aims to measure the level of success in reading comprehension and reading motivation of students after participating in learning. The results of reading comprehension skills in the control class and the experimental class can be seen in the following table:

Table 2
Results of Pretest and Posttest Reading
Comprehension Skills in Control Class

Descriptive Statistics			
Data	Pretest	Posttest	
Mean	74.14	79, 75	
Median	75.00	75.00	
Mode	75	75	
Std. Deviation	10.700	7.214	
Minimum	50	67	
Maximum	90	100	

(Source : SPSS data analysis version 22, 2022)

The score of students in the control class based on the table above, shows that there is a difference in the acquisition of the average score of students at the pretest and posttest.

but the average is close to the school's KBM value of 83. The distribution of the frequency of scores in the control class can be seen in the following table:

Table 3
Frequency distribution of Control Class
Reading Comprehension Skills

Score	Pretest		Posttest		Category
	f	%	f	%	
93-100	0	0	5	18	Tall
83-92	8	29	23	82	Currently
74-82	11	39	0	0	Low
0-73	9	32	0	0	Very low
Amount	28	100	28	100	

(Source : SPSS data analysis version 22, 2022)

Based on the table above, it shows that when given the pretest in the control class only 22% scored above 83 according to the teaching and learning process, while when given the posttest there was a change in value, namely there were 39% above 83 according to the teaching and learning process, the rest were still in the low category of 57%, which means that reading skills are in the low category of 57% which means that reading comprehension skills have not been completed classically or in this case, the students' reading comprehension skills have not developed.

Table 4
Pretest and Posttest Results of
Experimental Class Reading
Comprehension Skills

Descriptive Statistics			
Data	Pretest	Posttest	
Mean	76.11	89.54	
Median	75.00	90.00	
Mode	75	90	
Std. Deviation	10.369	5.885	
Minimum	50	83	
Maximum	90	100	

(Source : SPSS data analysis version 22, 2022)

Based on the table above, the results of the pretest and posttest data in the experimental class show that there is a significant difference in the value of the students' average scores during the pretest and posttest. The distribution of the frequency of acquisition of scores in the experimental class can be seen in the following table:

Table 5
Frequency distribution of Reading Comprehension Skills of the experimental class

Score	<i>Pretest</i>		<i>Posttest</i>		Category
	f	%	f	%	
93-100	0	0	5	18	Tall
83-92	8	29	23	82	Currently
74-82	11	39	0	0	Low
0-73	9	32	0	0	Very low
Amount	28	100	28	100	

(Source : SPSS data analysis version 22, 2022)

Based on the table above, data was obtained that when the pretest was carried out in the experimental class, not a single student scored in the high category, and only 29% of students scored above 83 according to the KBM in the medium category. While at the time of the posttest, there were 5 students in the high category and 23 students in the medium category and no students scored in the low and very low categories.

Meanwhile, the reading motivation questionnaire was given to the experimental class students after the learning process was carried out using the reading workshop model. Data on students' reading motivation was obtained from the results of questionnaires as a measure of how much students' reading motivation was in participating in reading comprehension learning using the reading workshop learning model.

The frequency distribution of students' reading motivation in the experimental class can be seen in the following table:

Table 6
Frequency distribution of Reading Motivation

Score	Frequency	Presentation	Category
93-100	5	18	Tall
83-92	23	82	Currently
74-82	0	0	Low
0-73	0	0	Very Low
Amount	28	100	

(Source : SPSS data analysis version 22, 2022)

The data obtained from the questionnaire scores indicate that the results of the questionnaire on students' reading motivation using the reading workshop learning model have met the categories, namely 82% in the medium category and 18% percent in the high category. The results of the questionnaire showed that in general students were enthusiastic about participating in reading comprehension learning.

For inferential analysis, prerequisite tests were carried out, namely normality test and homogeneity test. If the prerequisite test has been met, then the analysis for hypothesis testing can be carried out.

Normality test is done by knowing whether the data is normally distributed or not using the Kolmogorov-Smirnov test. The normality test of a data is said to be normally distributed if the significance value is > 0.05 and vice versa if the significance value is less than 0.05 then the distribution is declared abnormal.

In this study, the results of the one-Sample Kolmogorov-Smirnov Test for normality were obtained using Asymp. Sig (2-tailed) for students' reading comprehension skills is 0.067 and reading motivation is 0.062. The values of 0.067 and 0.062 are greater than and equal to 0.05. Then the two data are normally distributed.

After carrying out the normality test, the next step is to carry out a homogeneity test to find out whether the data from the research

sample in the experimental class and the control class have the same variance or not. A distribution is said to be homogeneous if the significance level is >0.05 , conversely if the significance level is <0.05 then the distribution is declared non-homogeneous. If the homogeneity test is fulfilled then it can proceed to the Manova test stage.

Based on the results of the Levene homogeneity test, the statistical questionnaire on reading motivation in reading comprehension learning shows that the significance value is 0.122. The value of 0.122 means greater and equal to 0.05. If the significance value is greater than and equal to 0.05, then the data from the reading motivation questionnaire in learning to read students' comprehension is declared homogeneous. Furthermore, from the reading comprehension skills data above, it can be seen that the significance value in the experimental class and the control class is 0.093. The value of 0.093 means greater and equal to 0.05. If the significance value is greater than and equal to 0.05, the data on the results of the students' reading comprehension skills test are declared homogeneous in the control class and the experimental class. If the normality test and homogeneity test have been fulfilled, then the next step is to test the hypothesis using the Manova test to determine the effect of using the reading workshop model on reading comprehension skills and reading motivation of fourth grade students at SDIT Al-Fityan School Gowa. The provisions for testing the hypothesis are if the significance level is <0.05 then H_0 is rejected and H_a is accepted, and if the significance level is > 0.05 then H_0 is accepted and H_a is rejected.

The results of testing the hypothesis using the SPSS 22.0 application can be seen in the following table:

Table 7
Manova Test Results

	t	df	Sig (2-tailed)
Reading comprehension skills	5.562	54	,000
Reading Motivation	5,648	54	,000

(Source : SPSS data analysis version 22, 2022)

Based on the results of the hypothesis test above using the Manova test, it can be seen that students' reading comprehension skills and reading motivation show a significance value of 0.000. Value $0.000 < 0.005$ which means H_0 is rejected and H_a is accepted. Based on this significance value, it can be concluded that there is a significant influence in the use of the reading workshop learning model on reading comprehension skills and reading motivation of fourth grade students at SDIT Al-Fityan school Gowa, Gowa district.

Students can be said to have good reading comprehension skills if 1) can determine the main sentence; 2) create questions based on the content of the text; 3) answer questions based on the content of the text or things that are relevant to the content of the text; 4) make conclusions based on the content of the text. (Ayu et al., 2019).

The results of this study are also in line with the results of research conducted by (Setiyadi et al., 2019) which shows that the results of his research show that there are differences in students' reading comprehension skills between those who take part in learning using the conventional and reading workshop learning models for fourth grade elementary school students in Cimahi City.

Meanwhile, students' reading motivation as one of the dependent variables in this study indicated that the results of the reading motivation questionnaire tended to be high. This is reinforced by Hanafiah's theory (2012: 26) that if students have the motivation and desire to learn, then these students will carry out learning activities happily without any

coercion from others. So this can have a positive impact on improving student learning outcomes. Thus, the higher the students' reading motivation, the better the Indonesian language learning outcomes in students' reading comprehension skills will increase. Conversely, the lower the students' motivation to read, the lower their reading comprehension results.

CONCLUSION

The reading motivation of fourth grade students at SDIT Al-Fityan School Gowa, Gowa district, was in the high category after applying the reading workshop learning model.

Students' reading comprehension skills have increased after using the reading workshop learning model.

There is an effect of using the reading workshop learning model simultaneously on the reading comprehension skills and reading motivation of fourth grade students at SDIT Al-Fityan School Gowa, Gowa Regency.

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