

DEVELOPMENT OF READING LITERACY MODEL BASE ON EXPERIENTAL LEARNING TO IMPROVE STUDENT'S READING INTEREST

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INTRODUCTION

- a. Reading is very important for human. By reading, humans will have become the beginning of empowering intelligent and intellectual human beings.
- b. Unfortunately, not everyone likes to read. In fact, according to UNESCO, Indonesian people's interest in reading is only 0,001%.
- c. According to the result of the Program International Student Assessment (PISA), Indonesian always ranks lower in literacy.
- d. There are various reasons for the low interest in reading in society. One of the causes of low interest in reading is discomfort when doing reading activities. They are unfocused, in a hurry, and want to end reading immediately.
- e. For students, especially Junior High School Students, reading activities are considered as something boring. This can be seen from their unenthusiastic behavior when reading, they even tend to feel depressed when told to read.
- f. The strategy that can be done is to develop an experiential learning model to increase student's interest in reading.

LITERATURE REVIEW

- a. Bandura (1997) defined efficacy as the belief in one's ability to be successful on a given task. Efficacy is critical for success in any given area (Zeldin, Britner, & Pajeres, 2008). This statement is especially true in the teaching profession. Hoy and Woolfolk (1993) examined the impact of efficacy and personal teaching efficacy. Kolb in (Susanti & Indrajit 2020: 8) put forward a basic learning theory that focuses on experience (learning by experience). Experiential Learning is the learner experiences himself, not only experiences learning but experiences reality. It can be concluded that experiential learning is learning based on experience or experience-based learning, not learning that provides experience.
- b. 1) Rahim, Puteri Rohani Megat, dkk (2020) "Making Reading English Through Experiential Learning: A Teaching Module" 2) Hamid Ismail, Saiful (2022) "Implementation Experiential Learning on Students Reading Comprehension" 3) Theresa Garfield & Ramona T. Pittman (2017) "The Impact of Experiential Learning in Literacy and Teacher Efficacy: A Study of SA Reads"

METHOD

- a) The research method uses the Research and Development (R&D) approach from Borg and Gall (1983) which is modified to be very simple.
- b) The process is carried out through stages: preliminary study and observation.
- c) The instruments used in the preliminary study stage were literature studies, questionnaires, and observations.
- d) The model development stage is carried out by preparing the initial draft of the model, limited trials, and extended trials; the final model validation stage is in the form of an experiment.
- e) The sample in this study were students of class VIIA and VIIB at SMP Negeri 1 Purbalingga, which consisted of 64 students. Class VIIA has 32 students, and class VIIB has 32 students. The control class is class VIIB, and the experimental class is class VIIA.

FINDING AND DISCUSSION

- a) Based on the experiments that have been done, the research results show that the development of the Experiential Learning model can increase students' interest in reading. This can be seen from the increased interest, motivation, and enthusiasm for student learning. Many students have experienced an increase in obtaining daily test scores.
- b) According to the result of pretest and posttest evaluations, it showed that there were significant differences in the control class (Class VIIB) regarding student learning outcomes from 59.84 to 72.31 so that there was an average increase of 12.47 and the Experiment Class, namely Class VIIA; the average pre-test score was 62.81 to 81.56 so that there was an average increase of 18.75. Thus, it can be concluded that from the results of the pre-test and post-test the development of the Literacy Reading Experiential Learning model can be applied to learning to read to increase reading interest for junior high school students.

FINDING AND DISCUSSION

Professor D.A. Kolb said that knowledge results from a combination of experience, understanding and transforming it. The cycles in Experiential Learning learning are Experience, Reflection, Insight, and Action.

1. Experience; Every student must experience their own experiences from events or incidents into concrete experiences.
2. Reflection; In this phase, the experiences possessed by students are processed and analyzed as needed
3. Insights; When reflecting, many analytical questions will arise and answers will also appear for each of these questions. The answer to each question in the reflection stage will lead to a conclusion and decision.
4. Action; Action will occur when the reflection and insight phases have been passed, because action is the result of reflection. Action comes from a reflected experience that gives rise to a new experience before. Action is the result of one's learning that comes from a reflected experience.

CONCLUSION

The research entitled Developing a Reading Literacy Model Based on Experiential Learning to Increase Students' Interest in Reading is a simple study. Based on the research that has been done, the following conclusions are obtained.

1. The reading comprehension skills of junior high school students need to be improved, because with increased reading comprehension skills, students will be able to absorb important information either from books, articles, or any media.
2. By increasing reading comprehension skills, students will have a strong desire to read because they do not find it difficult to read texts. In addition, students will also not feel bored if they read long passages because they already realize the importance of understanding what they read to get the information they need.
3. The learning outcomes of reading comprehension using the Experiential Learning-Based Reading Literacy Model generally increase. The selection of Experiential Learning as a reading learning model makes the atmosphere of the learning process more interesting so that students do not feel bored quickly in reading.

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