

# The effect of multisensory discussion on early reading ability of students' early reading ability at MIN 6 Sukoharjo

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## ABSTRACT

The purpose of this study was to determine the effect of implementing multisensory discussions on the reading ability of first-grade students at Madrasah Ibtidaiyah Negeri 6 Sukoharjo for the 2021/2022 academic year. This research was conducted at MIN 6 Sukoharjo, in February 2022 using a quasi-quantitative method experiment. The results showed that from the results of the normality test using the Kolmogorov-Smirnov, the control class pretest-posttest results were  $0.200 > 0.05$  and the experimental class posttest-posttest  $0.200 > 0.05$ , so the reading ability data were normally distributed. Then proceed with the homogeneity of variance test, it is known that the experimental class and control class are said to be homogeneous because they have a significant value of  $0.225 > 0.05$ . After being declared normal and then continuing with hypothesis testing using ANCOVA, a significant value of  $0.00 < 0.05$  was obtained, which means that  $H_0$  is rejected and  $H_1$  is accepted. So it can be said that there is an effect of multisensory discussion on the ability to read at the beginning of grade I at Madrasah Ibtidaiyah Negeri 6 Sukoharjo for the Academic Year 2021/2022

## KEYWORDS

Multisensory discussions; reading ability; first-grade students; quasi-quantitative method experiment

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## Introduction

The world of education in the 21st century is the main focus in ensuring that students have the skills to learn and innovate, the skills to use technology and information, and can work, and survive using life skills (Murti, in Andrian et al., 2019). The Partnership for 21st Century Skills (2011) divides the competencies that must be mastered in the 21st century include 4 covering communication, collaboration, critical, and creative. Various existing abilities must be mastered in order to face the challenges of 21st century development in order to become strong students in the future.

Responding to this, educators must support the realization of people who like to read as a window of knowledge that can be started from the basics, namely through preliminary reading. Elementary school as the most basic level of education has an important role in teaching various abilities, one of which is the ability to read. According to Puji Santosa (2005), reading skills in elementary school are divided into two, namely preliminary reading which includes grade one and grade two which are expected to be able to recognize letters, syllables, sentences, and be able to read in various languages. context, then next is advanced reading skills from third grade onwards.

Beginning reading ability is the ability of students (early readers) to understand alphabetic codes such as recognizing vowels and consonants, recognizing phonemes, and combining phonemes into syllables or words (Madu, 2019). This early reading ability is the axis of formal learning, because if students who are in primary education do not have early reading skills, they will have difficulty learning and understanding various lessons in subsequent classes.

Based on the studies that have been described, it can be said that early reading is an ability that must be mastered by students, especially for first grade elementary school students. However, in reality there are still first graders who cannot read. Based on the results of interviews with teachers at MIN 6 Sukoharjo, it is known that as many as 45% of first grade students cannot read. 45% of the data on students who cannot read are obtained through measurements made by the teacher. Other relevant data shows the low level of students' reading ability at MIN 6 Sukoharjo, which can be seen from the Odd Mid-Semester Examination (TTS) scores for the 2021/2022 academic year. The TTS results show that 42.86% of the first grade students of MIN 6 Sukoharjo still get scores below the average.

The low reading ability of Indonesian children in general is strongly influenced by the learning process in schools, especially in elementary schools. The cause of the low reading ability of Indonesian students according to Rizkiana (2016) is the existence of internal factors of students which include physical, intellectual and psychological

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factors, as well as external factors of students which include family and school environment. Especially in a pandemic condition that requires students to study online using mobile media or laptops.

The outbreak of Covid 19 in the world, including Indonesia, has hampered the learning process and shifted to online learning. The application of online learning causes teachers to be unable to provide more guidance in the learning process, including in the process of learning to read. In addition, this pandemic condition has also caused teacher limitations in implementing various learning strategies that can train students' early reading skills. This causes teachers to need to find alternative solutions to help students improve their early reading skills.

One way to empower students' early reading skills is through the application of learning strategies that can accommodate students to improve their reading skills. One of the learning strategies that are considered to be able to improve the early reading ability of first graders is multisensory discussion. Multisensory discussion is a learning strategy that combines classroom discussion learning steps with multisensory-based activities. According to Rahman & Dudy (in Dewi, 2015) multisensory is used in the process of recognizing letters and reading which involves several senses in the form of visual, audio, kinesthetic and tactile (VAKT) which is effective for students with various types of learning. This multisensory discussion provides many opportunities for students to explore their abilities and potentials according to the type of learning.

Based on the description that has been presented, researchers are interested in conducting research to determine the effect of a method on ability. So this study aims to determine the effect of implementing multisensory discussions on the early reading ability of first graders at Madrasah Ibtidaiyah Negeri 6 Sukoharjo in the 2021/2022 academic year.

## Methods

This research is a quantitative research using a quasi-experimental research design. The independent variable of this research is multisensory discussion, while the dependent variable is the ability to read the beginning. There are two classes, namely the experimental class (the treatment class) and the control class (the untreated class), where the sample is given a pre-test first and then after being given treatment it is measured again with a post-test. The experimental class was treated using multisensory discussion, while the control class used the conventional method commonly used by teachers, namely AISM. This research was conducted at MIN 6 Sukoharjo which is located in Grogol District, Sukoharjo Regency.

The sampling technique used in this research is simple random sampling. According to Sugiyono (2017) simple random sampling is the taking of sample members from the population that is carried out randomly without regard to the strata that exist in the population. The population in this study were all students of class I MIN 6 Sukoharjo in the 2021/2022 academic year. The entire population is divided into 5 classes, namely class I A, class I B, class I C, class I D, and class I E. Then the samples in this study were class I C as the experimental class and class I D as the control class who had passed. equivalence through the results of the Middle Examination scores.

The data collection technique used in this study was in the form of a test. A test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, abilities or talents of individuals or groups (Arkunto, 2010). The test in this study was used to assess the students' initial reading ability both before being given treatment and after being given treatment in order to obtain data in the form of the value of each student. After that, the results were analyzed to determine the effect and improvement of students' reading ability after being given treatment by applying multisensory discussion.

The initial stage of the pretest used a worksheet where students were asked to name some prepared letters, read syllables, read words, and read simple sentences. This pretest was used to determine the reading ability of each child before being given treatment. After being given treatment, students were given a posttest by giving a worksheet mentioning several letters such as pretest activities, reading syllables, reading words, and reading simple sentences.

Indicators for assessing reading ability are divided into four, namely mentioning letter sound symbols, spelling syllables, reading words, and reading sentences. The instrument test in this study was to measure the initial reading ability in order to determine the validity of each instrument item, consisting of two tests, namely validity and reliability tests.

Prior to conducting data analysis, prerequisite tests were carried out which included tests for normality and homogeneity. Furthermore, the hypothesis test used in this study uses anacova.

## Results and Discussion

The results of this study are guided by the data that has been obtained from the tests that have been carried out in the experimental class and the control class. Normality test is used to see data that is normally or not normally distributed. This study uses Kolmogorov Smirnov, it is known that the pretest-posttest variable of early reading ability in the control class has a test value of 0.200. The results obtained show  $0.200 > 0.05$  then the data is normally distributed. Based on the Kolmogorov-Smirnov normality test using SPSS version 25.0, it is known that the pretest-posttest variable for the initial reading ability of the experimental class has a test value of 0.200. Judging from the results of the Kolmogorov-Smirnov test, it can be concluded that  $0.200 > 0.05$  so that the post-test data of early reading ability is normally distributed. Based on the explanation above, it can be concluded that the pretest and posttest data of early reading ability were normally distributed.

The results of the homogeneity test showed that the two variables X and Y had a significance value of 0.225. Judging from the homogeneity of variance test, it can be concluded that  $0.225 > 0.05$  so that the initial reading ability data is homogeneous.

After the results of the prerequisite test meet the requirements of normality and homogeneity, then the hypothesis is tested using anacova. Based on the results of the ANACOVA test on the initial reading ability, the value is  $0.000 < 0.05$ , which means  $H_0$  is rejected and  $H_1$  is accepted. The results obtained illustrate that there is a significant difference in the initial reading ability of first graders which is influenced by multisensory discussions involving several senses.

Discussing the results of hypothesis testing, the experimental class that applied multisensory discussion was more effective in improving students' initial reading ability when compared to the control class using the conventional method using AISM. This can be influenced by the application of multisensory discussions involving several senses in the form of visual, audio, kinesthetic and tactile (VAKT) which can stimulate various types of student learning so that they are able to train sensitivity in recognizing letters and pronouncing them independently. The stages in this multisensory discussion include, students are invited to read the beginning by involving the sense of sight, namely reading story books and reading simple short sentences that are written and given pictures to make them interesting.

The next stage, students are invited to pronounce the sounds of the letters by singing (auditory), students are invited to paint letters with watercolors or colored markers (kinesthetic), and students are invited to make letter shapes with plasticine and feel the letters made. sponge (tactile). The stage that many students use to practice reading this beginning is reading simple short sentences. The involvement of several senses is influential, so it is necessary to implement a learning process that is able to stimulate students with different types of learning to support students' initial reading skills.

## Conclusion

Based on the explanation of the data analysis and discussion of the results of the research that has been done, it can be concluded that there is a significant effect of multisensory discussion on the early reading ability of first grade students of Madrasah Ibtidaiyah Negeri 6 Sukoharjo. This can be seen from the average posttest value of the experimental class of 139,945 and the average value of the control class posttest of 31,987. Based on the results of the calculation of the hypothesis test using ANACOVA with the help of SPSS version 25.0, a significance value of  $0.00 < 0.05$  means that  $H_0$  is rejected and  $H_1$  is accepted. So from this calculation, it can be stated that there is an effect of multisensory discussion on the early reading ability of first graders at Madrasah Ibtidaiyah Negeri 6 Sukoharjo for the 2021/2022 academic year.

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