Reading Comprehension by using Assemblr for Young Learner in 6th Grade Students of SDIT AL Irsyad

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Abstract: This study aims to (1) analyze students' reading comprehension using Assemblr media; (2) find out whether this media can foster students' interest in reading. The approach in this research is descriptive qualitative, the subject of this research is 17 students of the 6th grade students of SDIT Al Irsyad Banten. Data were obtained from tests, questionnaires, and interviews. In the learning process, Assemblr is used as a medium or tool for displaying teaching materials. This teaching material is in the form of a story entitled "The Lonely Lion". The reading comprehension activity lasts for 15 minutes. After that, students were given 5 questions related to the contents of the story to find out students understanding. The results showed that reading comprehension was quite good with an average score of 84, and the results of the questionnaire showed 64.7% of students found using Assemblr learning media more fun and growing their interest and motivation in reading. Based on the results of the study, it was concluded that Assemblr can make learning activities interactive and fun with 3D and AR.

INTRODUCTION

English is the spoken and written language used throughout the world to bridge communication and relationships between countries. As an international language, the use of English aims to create interactive two-way communication by people from all over the world. In several countries, English is taught in formal educational institutions as a foreign language from primary school to tertiary level. In teaching English, EFL learners are supposed to master skills in listening, speaking, reading, and writing skill. These four skills are known as the four basic English skills. (Lumbantobing et al, 2020)

According to Cahyaningati, Reading is a process that requires critical thinking abilities as well as in-depth understanding of the meaning of texts. Reading is a foundation of literacy that concerns how the reader interprets the writer's message or

meaning (Cahyaningati & Lestari, 2018). Therefore, reading becomes a very important skill in learning English which requires complex skills, where the reader does not only read written texts simply, but also uses his or her full understanding, this process is known as Reading Comprehension. (Lumbantobing et al., 2020)

According to Ahmadi, Reading comprehension is the act of comprehending material by delving into its meaning, purpose, and message. Reading comprehension, in a nutshell, is the reader's engagement with text to get meaning, messages, or information. Meanwhile, in order to derive meaning and understanding from the content, pupils must not only read but also comprehend it. However, comprehending text messages is difficult, particularly in English (Lumbantobing et al., 2020). Many pupils do not use reading comprehension; instead, they read and then walk away without getting the major concept of the narrative (Damanik & Herman, 2021). The ability to read comprehension requires understanding and critical thinking, of course, not only relying on skills. Students must have a high desire and motivation to be able to carry out the process of reading comprehension properly. Because of this, appropriate strategies and media are needed in learning to read and understand English for students. (Silalahi et al., 2022)

The entry of information technology along with the times, has affected various aspects of life, included in the education. The existence of very sophisticated and fast technological developments has an impact on changes in the teaching process in the inside or outside the classroom. A sign of the entry of education in the 4.0 revolution era is the emergence of various educational models and digital learning media. The positive impact of technological developments is the number of media that can help the course of learning. Learning media is needed as a connector for delivering messages to minimize failures during the communication process. Media in the learning process is a means or tool to help deliver material from the teacher to students during the learning (Sudjana, 2016 in Nurkhofifah 2022). This assembly can be one of the learning media in developing reading comprehension skills. Therefore this study will discuss how the learning media, namely Assemblr, affects the reading comprehension of SDIT AL IRSYAD students.

Assemblr is an application that allows teachers and students to create and share learning materials using augmented reality (AR) technology. 3D images and animations are media that are superior enough to attract attention and trigger curiosity, especially for students. Augmented Reality is an application that integrates the real world with the virtual world in 2-dimensional and 3-dimensional forms that are visualized in a real environment at the same time (Mustaqim, 2017 in Fitha et al, 2021). Technological developments at this time gave birth to an application with the theme Augmented Reality. Asyadiq stated in Ryza (2017) that "This platform is a combination of Lego and Pokemon GO. Assemblr is designed to help users create visualized content in the form of Augmented Reality, then the results can be placed in the real world for everyone to access.

Assemblr has various advantages including: 1) Based on visuals, 3D images and animations are the best media to attract attention and trigger curiosity, especially for students at a young age; 2) Easy to understand, Assemblr can make complex and abstract

concepts feel more real by bringing them out in the classroom; 3) Unlimited materials, Assemblr has provided educational content that can be used for free; 4) Encouraging the creativity of its users, with Assemblr it provides limitless possibilities to make learning activities occur in two directions and change the learning atmosphere to be more meaningful

There have been many previous studies that are relevant to this research, research by (Sarika, 2021) with the title "Reading Comprehension Ability of Class V Students at SD Negeri 1 Sukagalih". The study revealed that 1) the fifth-grade students at SDN 1 Sukagalih had an average reading comprehension score of 67, which falls into the "sufficient" category. 2) According to student interviews, obstacles to reading comprehension included lack of motivation and interests, habits, personal well-being, environmental factors, and the reading material themselves. 3) the strategies to improve reading comprehension included in motivating students to read, setting reading goals, being attentive to students who struggle with reading, utilizing effective teaching methods and media, and making use of appropriate facilities and infrastructure. Research (Alpian & Yatri, 2022) with the title "Analysis of Reading Comprehension Ability in Elementary School Students". The findings indicated that the third-grade students at SD Negeri 3 Nagri Kaler were proficient in literal understanding but lacking in interpretive, critical, and creative understanding. The factors that contributed to difficulties in reading comprehension among these students were their interest and engagement in reading activities, variations in their abilities, discrepancies in the facilities and infrastructure available to them at school, at home and the family environment.

The researchers at SDIT Al-Irsyad Banten have observed and found that only a small number of students possess proficient reading comprehension abilities. Some children are only able to read without understanding the contents properly. This is because the strategies and media used by the teacher are less attractive to students. Based on the explanation that has been explained above, it is because the researcher is interested in conducting research using assemblr media, which is expected to improve students' reading comprehension. The researcher wants to do an "Analysis of Reading Comprehension by Using Assemblr for Young Learner in 6th Grade Students of SDIT AL Irsyad" research to find out the students' abilities. This study aims to (1) analyze students' reading comprehension using Assemblr media; (2) find out whether this media can foster students' interest in reading

THEORETICAL SUPPORT

Azhar Rasyad described on his book (2017), media as a means to aid individuals by facilitating various activities. In the context of education, media refers to photographic and electronic tools that capture, process, and organize visual or verbal information. In learning activities, the media is something that can be used as a communication tool which can be a link between teachers and students. Media can be classified into 2 types, namely communication media and learning media. Communication media is media that contains information, ideas or ideas in the form of radio, pictures, videos, television, magazines, newspapers, posters and others. Learning media are objects that contain

instructional objectives with the intention of teaching. The purpose of teaching here is in the form of learning objectives and basic competencies that must be met by students. The purpose of using instructional is to simplify the learning process for students, helping them to comprehend the material and process the information communicated by the teacher more effectively. Learning media can act as a tool and as a direct learning resource for students.

In the current era of technological development, researchers are trying to provide alternative learning media, one of which is Assemblr. Surya Ningsi in 2022 stated that Assemblr is a technology-based innovation that can be used by teachers to increase students' learning motivation through learning that is made quite interesting using three-dimensional objects. Prayogo Ryza (2017) explained that the CEO of Assemblr, Hasbi Asyadiq, said that this platform is a combination of Lego and Pokemon GO. Assemblr carries SLAM (Silmutaneous Localization and Mapping) AR technology which allows digital objects to be placed in a position without using an image as a marker. This SLAM technology is able to read the area around it as a basis for tracking 3D objects to stay in a position. Assemblr is designed to help users create 3D content that is visualized in the form of Augmented Reality, then the results can be placed in the real world and accessible to everyone.

The existence of technological developments from time to time has resulted in reading changing from reading through printed text in books to reading through digital text. According to Woolley, reading is a process of understanding the meaning of a text that aims to gain a thorough understanding of the content of the reading, not just understanding the meaning of each isolated word or sentence. (Woolley, Gary: 2011) in early childhood, (Pinzas (2017)) mentions metalinguistic abilities where children can use their mother tongue to analyze and understand reading content . According to Burns and Roe, Rubin, and Syafi'ie in Hairuddin, there are four stages or types of reading comprehension, namely literal, inferential, critical, and creative.

In the context of English language for children, or EYL, it is important to define who we refer to as EYL students. These students are typically young children at the elementary school level who are taught English as a local content subject in their school. Essentially, they are beginner-level students. (Kishani, 2007:14).

English Young Learner students are young learners learning English. The students who receive English education as a local content subject at the elementary school level are typically between the ages of 6 and 12 years old. These young learners can be categorized into two groups: the Younger Group (ages 6 - 8) and the Older Group (ages 9 - 12). Depending on their grade level, they may be referred to as either Lower Classes (grades 1 - 3) or Upper Classes (grades 4 - 6) students. According to Scott and Ytreberg's classification (1990), the Level One group includes beginners who are 5 - 7 years old, while Level Two students are between 8 - 10 years old. However, Level Two students are just starting to learn English. In English Young Learner, students' reading comprehension is still at the literal understanding level. Literal understanding is the ability to get information that is shown directly in a reading, literal understanding is the lowest level of understanding. Questions used to assess their understanding can use the 5W1H question type.

Therefore, to facilitate students' understanding in improving their reading comprehension skills, teaching materials are presented using Assemblr learning media. Assemblr presents interesting features that are expected to make it easier for students to

understand reading with the help of visualization. In this study the researcher used teaching materials in the form of a story entitled "The Lonely Lion". The reading comprehension comprehension activity lasts about 15 minutes. Then students are given 5 questions regarding the contents of the story, the first question contains the names of the characters involved in the reading. The second question asked students to mention the setting of the place according to the story line. The third question students are asked to explain how the main character communicates. The fourth question students were asked to describe supporting characters. The fifth question students were asked to describe how the atmosphere is in the story.

METHOD

This research using qualitative descriptive as defined by Moleong (2018:4) qualitative research methods involve techniques that generate descriptive data in the form of written or spoken words from individuals and their observed behaviors. The data produced are in the form of words, pictures and human behavior.

This research using qualitative research methods because the problem under study is in the form of data (reading comprehension ability tests), which is more precisely explained in words. words. In this study, the author intends to analyze and then describe the reading comprehension skills of grade VI SDIT Al-Irsyad Banten students. Researchers utilize the qualitative descriptive approach to present a comprehensive and distinct portrayal of outcomes related to students' reading comprehension abilities. These findings are then assessed and deduced by analyzing the overall test results, thereby providing an understanding of students' reading comprehension proficiency.

This research was conducted at SDIT Al-Irsyad Banten which is located at Jl.raya kubang putih No 02 Sukabares sub-district Waringinkurung Serang district, Banten Province. This research took place on November 25, 2022. The subjects in this study were grade VI SDIT Al-Irsyad students totaling 17 children, including 11 boys and 6 girls. Data collection techniques in this study used observation, test and interview methods. Data analysis in this study used descriptive qualitative analysis, namely by utilizing qualitative data and then describing it descriptively. The steps are data reduction, data presentation, then drawing conclusions

RESULT AND DISCUSSION

From the questions that given to students, the following are the results of scoring which can be known by the following formula (Hamzah, 2014):

$$Skor = \frac{Jumlah \ skor \ benar}{Jumlah \ skor \ maksimal} \times 100$$

Table 1

Reading Comprehension Ability Test Scoring Results

NO	Student's code	Score
1.	S1	100
2.	S2	100
3.	S3	50

4. S4	90
5. S5	90
6. S6	80
7. S7	90
8. S8	80
9. S9	80
10. S10	80
11. S11	70
12. S12	90
13. S13	80
14. S14	80
15. S15	90
16. S16	80
17. S17	100

From the table above it can be seen that the results of the reading comprehension test for grade 6 students at SDIT Al Irsyad have different scores. The results show that the average score of 17 students is 84. 7 students get a score of 80 where the data is the highest score, then the lowest score is 50 by 1 student, and as many as 3 students get the highest score, namely 100.

Students are able to answer questions based on their understanding abilities as a result of the research data by applying learning using Assemblr media. According to question number one, all participants were able to correctly answer and write down the names of the figures involved in the reading. In question 2, some students were able to name the setting of the place based on the correct storyline, while the rest answered correctly but incorrectly. Students correctly answered question number three. Students' responses to question 5 varied depending on their understanding.

Figure 1. Students' perceptions of the Assemblr Application

Based on the diagram table above, which contains students' perceptions of the use of assemblr media, samples were collected via a questionnaire distributed to students. According to the data obtained by 64.7% of students, using assembler learning media was more enjoyable and fostered their interest and motivation in reading. The images and colors presented in the assemblr features capture the child's attention and help him visualize the meaning of the text he reads. This is consistent with Hamalik's assertion in (0-248) that the use of learning media in the teaching and learning process can generate

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interest, motivation, and stimulation of learning in the field of child psychology. Students will be motivated to learn more if they have fun.

Even though students are interested and enthusiastic about this assemblr media, based on interviews that have been conducted with students, that they experience some obstacles when learning to use Assemblr. For example, a student with an S4 code stated that he had difficulty using Assemblr, when he wanted to bring up an object, the object didn't appear right away but it took some time. Then the student with the S13 code said that when placing an object, the object appears too small, but when you want to zoom in, the object disappears.

In addition to the difficulties experienced by students, researchers also experienced difficulties when making teaching materials using this media. Among them: the incompatibility of the created object with the finished result in the form of a barcode, then when it is scanned it takes quite a long time, the number of elements affects the process of the appearance of the object.

CONCLUSION

From this study, it can be concluded that the reading comprehension of grade 6 students at SDIT Al Irsyad is quite good, seen from the results of the reading comprehension test scores that have been carried out. Furthermore, this Assemblr media is proven to be able to foster interest in reading, seen from the percentage of questionnaire answers listed in the discussion. Then based on the difficulties experienced by researchers and students, we hope that this media will continue to experience development and improvement, so that in the future it will be easier to use as a learning media.

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