

**THE DEVELOPMENT OF LEARNING SUBJECT IN INDONESIAN
LANGUAGE THE UNIT OF READING TO FINDING THE MAIN IDEA
WITH MODEL OF COOPERATIVE SCRIPTS FOR “A” 5TH GRADE AT
MIFTAHUL ULUM ISLAMIC PRIMARY SCHOOL OF BATU**

THESIS

BY:

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**INTERNATIONAL CLASS PROGRAM (ICP)
STUDY PROGRAM OF TEACHER EDUCATION FOR ISLAMIC
PRIMARY SCHOOL
TEACHER EDUCATION FOR ISLAMIC PRIMARY SCHOOL
DEPARTEMENT
FACULTY OF TARBIYAH AND TEACHING SCIENCE
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

July, 2014

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THESIS

*Submitted to Faculty of Tarbiyah and Teaching Science of Maulana Malik
Ibrahim State Islamic University (UIN) of Malang in Partial Fulfillment of The
Requirement for The Degree of Bachelor of Islamic Primary School Teacher
Education Title (S.Pd.I)*

By:

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APPROVAL SHEET

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THE DEVELOPMENT OF LEARNING SUBJECT IN INDONESIAN
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MIFTAHUL ULUM ISLAMIC PRIMARY SCHOOL OF BATU

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Has been defended in front of the board of examiners on July 16th 2014 and has
been stated

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DEDICATION

*Alhamdulillahirabbil 'alamiin, thanks to Allah SWT for everything in my life.
My deepest gratitude is bestowed to the Almighty, the One*

Allah SWT

I'm dedicated this research for my beloved Daddy and Mommy (Mr. H. Abdul Syakur and Mrs. Sunaini), who had been struggling in giving me support and praying until I finished all these.

My beloved sister (Nur Faridah, S.Hi) who had been always following me help, both of moral and material. My big family namely, my uncles, my aunts, my cousin (Ufik) who had been always help me, my beloved nephews (Hilmy and Abid) who had been motivated me and teach me to be patient face the children.

All my teachers and my lecturers who had educated and growing me up by become student whose intellect morally, special for my adviser (Mr. Dr. Muhammad Walid, MA and Mr. Dr. H. M. Jamal, M.Pd) who always support and guide my thesis until finish.

All my close friend in PGMI department and organization (Mrs. Ayu Muhyayinah, Aulia, Milla) and my home's friends (Asiyah, Eloq, Edy, Johan, Lia, Amin, Supri) thanks to open relationships personally. May this relationship always closed.

My beloved roommate (Achil, Kanzun, Irma, and Norse) who had been always support me and completely remove my sadness. Thanks for togetherness so far.

All of my beloved classmate in International Class Program of PGMI 2010 and HMJ PGMI's organization who had given me purity and I'll never forget that.

And the last, especially for all of my friends who can't mention one by one. Thank you very much for supporting and motivating me. May Allah SWT bless you all. Aamiin.

Results of this research are: I hope together in order to inspiration to all full readers.

MOTTO

قُلْ يَاعِبَادِ الَّذِينَ ءَامَنُوا اتَّقُوا رَبَّكُمْ ۚ لِلَّذِينَ أَحْسَنُوا فِي هَذِهِ الدُّنْيَا حَسَنَةٌ ۗ
وَأَرْضُ اللَّهِ وَاسِعَةٌ ۗ إِنَّمَا يُوَفَّى الصَّابِرُونَ أَجْرَهُمْ بِغَيْرِ حِسَابٍ ﴿١٠﴾

Say: “My servants who believe, duty to your God.” People who do good in this world that is good. And Allah’s earth is spacious. Only those who are patient who paid back their reward without limit.

(Q. S. Az-Zumar: 10)

Dr. Muhammad Walid, MA.
Lecturer Of Tarbiyah and Teaching Science Faculty
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ADVISER OFFICIAL NOTE

Matter : The Thesis Of Suci Nurul Hidayah
 Append.: 4 (Four) Exemplar

Malang, July 2014

Dear,
 The Dean of Tarbiyah And Teaching Science Faculty
 Maulana Malik Ibrahim State Islamic University of Malang
 at
 Malang

Assalamu'alaikum Wr. Wb

After carrying out at several times for guidance, both in term of content ,
 language, and writing techniques, and after reading the following thesis by:

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 NIM : 10140107
 Departement : Teacher Education For Islamic Primary School
 Thesis Title : The Development of Learning Subject in Indonesian
 Language The Unit of Reading to Finding The Main Idea
 With Model of Cooperative Scripts for "A" 5th Grade at
 Miftahul Ulum Islamic Primary School of Batu

So, as the advisor, we are argue that this thesis has been proposed and
 tested decent.

So, please be tolerate presence.

Wassalamu'alaikum Wr. Wb.

Adviser,

Dr. Muhammad Walid, MA.
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STATEMENT LETTER

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled *The Development of Learning Subject in Indonesian Language The Unit of Reading to Finding The Main Idea With Model of Cooperative Scripts for “A” 5th Grade at Miftahul Ulum Islamic Primary School of Batu* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, June 11th, 2014

Suci Nurul Hidayah

PREFACE

بسم الله الرحمن الرحيم

Alhamdulillah praise the authors are extended presence to Allah who has given grace, His taufiq and guidance, so that I can finish this thesis with the title *“The Development of Learning Subject in Indonesian Language The Unit of Reading to Finding The Main Idea With Model of Cooperative Learning for “A” Fifth Grade at Miftahul Ulum Islamic Primary School of Batu”* .

Blessing and greetings is always delegated to The Prophet Muhammad SAW, who has been brought the Islamic religion from the darkness to the lightness.

Writing and preparation of this thesis intended to complete of all activities study at Maulana Malik Ibrahim State Islamic University of Malang as a form of accountability students writers become the student of Maulana Malik Ibrahim State Islamic University of Malang and to comply one of the requirements to obtain a first degree in Bachelor of Education in Maulana Malik Ibrahim State Islamic University of Malang.

The author is fully aware that the limited ability and lack of experience, so many obstacles and difficulties encountered in the preparation of the writer continues the thesis. By the finish of this thesis, the author did not forget to express the thanksto all those who provide direction, guidance in the preparation of the writer continues this thesis, with all humality, say thanks to:

1. Both my beloved parents (Mr. H. Abdul Syakur and Mrs. Sunaini) who have given motivation, prayer and guidance to learn and always be in the way of Allah.
2. Mr. Prof. Dr. H. Mudjia Rahardjo, M.Si, as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
3. Mr. Dr. H. Nur Ali, M.Pd, as the Dean of Tarbiyah and Teaching Science Faculty at Maulana Malik Ibrahim State Islamic University of Malang.
4. Mr. Dr. Muhammad Walid, MA, as the Thesis Supervisor and the Head of Teacher Education for Islamic Primary School Department at Maulana Malik Ibrahim State Islamic University of Malang.
5. Mr. Dr. H. M. Jamal, M.Pd, as the Proposal supervisor ever give guidance me.
6. Mr Dr. Hasan Bisri, M.Pd and Mr. Nurul Yaqien, M.Pd is willing to be the validator in the assessment of the development of learning subject or development textbook and give suggestion criticism in improving the learning subject.
7. Mr. Dr. Marno, M.Ag and Mr. Abdul Ghofur, M.Ag as examiner in my thesis session.
8. Mr and Mrs lecturer at Maulana Malik Ibrahim State Islamic University of Malang who have guided me during learning in this University.
9. Mrs. Hj. Azizah Ghufon, S.Pd.I, as the Head Master of Miftahul Ulum Islamic Primary School of Batu and the teachers who have allowed the authors to conduct research at the school.

10. Mr. Suriyanto, S.S, as the Indonesian language teacher at Miftahul Ulum Islamic Primary School of Batu, who helped the author in conducting the research from start to finish.
11. All of the “A” fifth grade students at Miftahul Ulum Islamic Primary School of Batu who helped the research process.
12. The people dear, my beloved sister (Nur Faridah, S.Hi) and brother in law, my beloved nephews Hilmy and Abid, my cousin Ufik who always helped me, as well as my big family who always give blessing prayer, motivation, and their love is always shining on my steps.
13. For those who always help me in my thesis process, (Mrs. Ayu Muhayyinah, S.Pd.I, Mrs Ayu Kurnia Mahmudah, S.Pd.I). My home’s friends namely, Asiyah, Elok, Johan, Amin, Edy, Supri), and ICP PGMI’s friends (Uswah, Najib, Arum, Laili, Indah, Fifin, Latifah, Taufiq, Fitri, Iftitah, Riska, Rizza, Ika, Nafis, Alfian, Aril, Zulia, Tika, Roby).
14. My organization friends in HMJ PGMI (Lytha, Karim, Oppa Aziz, Mila, Alin, Wardah, Julia, and many more), with you all I learned a lot of things.
15. All the younger sister and brother in PGMI from 2011 s.d 2014, which always gives encouragement, support, and prayer. May the prayers that you pray for me applies also to you all, and may soon follow the successful graduation.
16. The last time on all those who have always supported and motivated me to always be active in the pursuit of learning and optimistic ideals.

No words should be spoken aside gratitude profusely and sincere prayer, may Allah SWT will always bestow grace and matchless reply to all those who have helped up to the completion of this thesis. Aamiin.

The author realizes its full of weaknesses, so that in completing this thesis there are many mistakes and short comings. The author expects that there suggestions and criticisms from all walks of life in order to improve this paper. With all humility, the authors hope that this simple thesis can be beneficial for the writer 's own particular and to readers in general. Aamiin

Malang, 18 June 2014

Author

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TRANSLATION GUIDELINES OF ARABIC-LATIN

Writing Arabic-Latin transliteration in this thesis using transliteration guidelines based on the decision of the Minister of Religion Affairs and Minister of Education and Culture, No. 158/1987 and No 0543 b/U/1987 which can be broadly described as follows:

A. Alfabeth

ا	=	a	ز	=	z	ق	=	Q
ب	=	b	س	=	s	ك	=	K
ت	=	t	ش	=	sy	ل	=	L
ث	=	ts	ص	=	sh	م	=	M
ج	=	j	ض	=	dl	ن	=	N
ح	=	<u>h</u>	ط	=	th	و	=	W
خ	=	kh	ظ	=	zh	ه	=	H
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	Y
ر	=	r	ف	=	f			

B. Long Vocal

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Diphthong Vocal

أَوْ = Aw

أَيَّ = Ay

أُو = û

إَيَّ = î

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ABSTRACT

Hidayah, Suci Nurul. 2014. *The Development Of Learning Subject In Indonesian Language The Unit Of Reading To Finding The Main Idea With Model Of Cooperative Scripts For "A" 5th Grade At Miftahul Ulum Islamic Primary School Of Batu*. Thesis, International Class Program (ICP) Teacher Education For Islamic Primary School Departement, Faculty Of Tarbiyah And Teaching Science, Maulana Malik Ibrahim State Islamic University Of Malang.

Advisor: Dr. Muhammad Walid, MA.

Keywords: learning subject development, reading to finding the main idea, model of cooperative script.

The reading activities are very important activity that should be done by the students because the students will find out the knowledge or new information by reading. To find the information by reading, we have to know the main of the text. So, find the main ide on the paragraph is important to know the main information. But, finding the main idea of this unit is a unit that is reasonably difficult by some students in Primary School.

This research discuss the development of learning subject in Indonesian language the unit of reading to finding the main idea with model of cooperative scripts for "A" 5th grade at Miftahul Ulum Islamic Primary School of Batu, by focusing research: (1) How is the form of product readings to find the main idea with the models of cooperative script in Indonesian language lesson on 5th grade at Miftahul Ulum Islamic Primary School of Batu?, (2) How is the feasibility of the product content readings to find the main idea with models of cooperative script in Indonesian language to fifth grade at Miftahul Ulum Islamic Primary School of Batu?

This research was done on April 2014 at Miftahul Ulum Islamic Primary School of Batu. This research is research and development method by W. R Borg and Gall with analysis technique of qualitatif descriptive. The data in this research are questionnaire score and unstructure data from suggestions or comments from validators. The data that have been got from questionnaire was analysed by using simple quantitative technique then count the percentage of questions that given

to respondent. While the qualitative data is unstructure data from comments or suggestions of validator.

The validation of the learning subject development by validator of learning contents expert, design book or learning media expert, Indonesian language teacher as learning expert are concluded that the learning subject of reading to finding the main idea with model of cooperative script is valid and feasibility to used. The percentage from the learning contents expert is 89,06% with valid category, according to design book or learning media expert is 75% with rather valid category then be revised and the result is 86% with valid category, according to learning expert or Indonesian language teacher is 91,25% with valid category. In the target trials process, according to A fifth grade students at Miftahul Ulum Islamic Primary School of Batu as users, this learning subject development is very easy to be used in reading to finding the main idea. It is can be known from the results of questionnaire of target trial from A fifth grade students toward learning subject development is 89% with valid category. And the last one is application test to know the feasibility of development product. The result of questionnaire of application test is 90,7% with valid category or reasonable to use for students in fifth grade of elementary school.

CHAPTER I

INTRODUCTION

In this chapter will explain, (a) background of problem; (b) problem formulation; (c) the research purpose; (d) importance of research and development; (e) assumptions and limitations of the research and development; (f) definition of term; (g) systematics of writing; (h) expected product specification; (i) originality of research.

A. Background of Problem

The reading activities are very important activity that should be done by the students because the students will find out the knowledge or new information by reading. The process of find new information that's called learn. As expressed by Joyce and Weil that the real of learning is the students get informations, ideas, skills, values, ways of thinking, and it means to express himself.¹ So, the process of someone's learning to get the information or new ideas could be realized in the form of reading. Reading activity is also one of the existing basic competence in primary school (primary school). The meaning is students should be able to read to achieve some specific objectives, one of which is to find the main idea of readings which has been read. The main idea is collectively constitute a

¹Sugiyanto. *Model-Model Pembelajaran Inovatif*. (Surakarta: Yuma Pustaka. 2009), page. 3.

unit which is very important to know. This unit is always there even in each exam beginning primary level, Junior High School (middle school) and Senior High School (secondary school).

Finding the main idea of this unit is a unit that is reasonably difficult by some students in Primary School. This is justified by the Indonesian Language teacher 5th grade in Islamic Primary School of Miftahul Ulum Batu, Mr. Suriyanto, which said that the unit was difficult to understand in Indonesian Language lesson by students when determine the main idea at one the text,² so this needs for an effort to develop models and learning subjects used by the school to enhance the ability to find the main idea.

But based on the results of the analysis conducted by researchers at the time of observation to the school, there are some indication on the low level of interest and motivation for students to read, so that learning to read is becoming monotone and boring. The usual steps done by the teacher in the learning to read to find the main idea as follows. First, the teacher asks the students to read the text in the liver and is usually found in the textbooks that you have prepared. Second, the teacher points to a couple of students to state the main idea which he found in a paragraph. And third, the teacher asks the students with learning puts an end to answer some questions about the content of the readings or retelling the contents of reading orally.

² Interview with teacher of Indonesian Language 5th grade at Islamic Primary School of Miftahul Ulum Batu on June, 18th, 2013.

In addition, teachers are only stucked to the book of the student Worksheet (LKS). Although the book only provides readings and commands to find the main idea alone without the things that make students motivated to follow instruction on such unit so that the book is less close to the students. In the end, it will make students have a lot of difficulty in understanding the unit presented on it, so that it can affect the results of student learning.

Reading learning activities to find the main idea of this kind seems to be still done continuously that can make students feel bored with the activity of reading in order to find the main idea. The process of reading learning to find the main idea can take place properly, the teacher demanded to be able to provide units to suit the needs of students.

By the issues that need considering by a teacher in learning to read is the availability of learning subjects to students. In the application of learning reading at primary school, a teacher should be able to create an ambiance of learning that can make interested by making use of learning subjects that are creative, innovative, and varied.

Students in growth infancy in particular of primary school are more found of reading books that are entertaining and fun. Characteristics of the book entertaining and enjoyable reading, among others: presented with colorful pictures and simple enough as well as interesting reading as the psychological development of children. Because the units are important medium to stimulate the student's learning activities. While

textbooks as a source of information and models of learning as a learning style in order to achieve the expected results.

Basically, in order all models successfully as expected, each model must involve the student's learning subject that allows mutual help and support when they learned the unit and interdependent work to complete the task.

The Model of learning is one of the approaches to change the student's behavior that adaptively and generative. The Learning Model is closely associated with learning styles learners (*learning style*) and the teaching style of teachers (*teaching style*), both of which are abbreviated to SOLAT (*Style of Learning and Teaching*).³

One of the learning models that can be applied to teachers so that students could work on interdependence and complete learning model is cooperative. Learning cooperative (*Cooperative Learning*) is an approach to learning that focuses on the use of small groups of students to work together in maximizing learning conditions to achieve learning objectives. One of the cooperative learning model that can be applied by teachers when teaching cooperative learning model is cooperative script. The learning model of *cooperative script* designed to affect patterns of interaction of students in the class.

Dansereau CS explained that the script was one of the methods of cooperative learning, where students worked in pairs and taking turns

³Nanang Hanafiah dan Cucu Suhana. *Konsep Strategi Pembelajaran*. (Bandung: Refika Aditama. 2010), page. 41.

orally, to recapitulate portions of the unit studied. Learning model of cooperative script aims to provide opportunities to students to share ideas and engaging students in reviewing the unit covered in the lesson and check their understanding of the content of the lesson. In addition to this learning model also encourage students to increase their spirit of cooperation.

The selection of reading units to find the main idea by Cooperative Script allegedly estimated suitable and in accordance with students because these units will contain full color and design students will follow an exciting and interesting trip. If the unit in the product is interest for students, the students will be more motivated to learn and read the units. This high motivation that will give a positive effect towards submission of unit and messages contained in learning textbook.

Earlier research relating to find the main idea has been done. The research about the ability to find the main idea written by Risma Distyarini in 2011, *Increasing The Ability Of Finding The Main Idea In The Text With The Method Of Think Pair Share For Students In 7th Grade At Smp Negeri 1 Gondang, Tulungagung*. In the study, explained that the main idea with finding skills method of *Think Pair Share* activities include (1) the students read the text with thinking individually, (2) students discuss with the group to find the main idea, (3) students answer their group argued in front of the class.

Based on that problem, the researcher wants to develop learning subjects used by Miftahul Ulum Islamic Primary School of Batu by using model of cooperative script made by Dansere CS (1985). Because of the model depicts, the steps that a systematic and thorough about activities undertaken to design learning programs especially in reading to be finding the main idea.

Based on the background, then the author is interested in conducting research and development, namely, *"The Development Of Learning Subject In Indonesian Language The Unit Of Reading To Finding The Main Idea With Model Of Cooperative Script For "A" 5th Grade At Miftahul Ulum Islamic Primary School Of Batu"*.

B. Problem Formulation

Based on the above, the background can be formulated problems Reading units to find the main idea by the model of cooperative script as follows:

1. How was the form of product readings to find the main idea with the models of cooperative script in Indonesian language lesson on 5th grade at Miftahul Ulum Islamic Primary School of Batu?
2. How is the feasibility of the product content readings to find the main idea with models of cooperative script in Indonesian language to fifth grade at Miftahul Ulum Islamic Primary School of Batu?

C. Research Purpose

Based on the outline of the issue above, this research aims to:

1. To produce the textbook of reading to finding the main idea by cooperative scripts used to study Indonesian language in A 5th grade at Miftahul Ulum Islamic Primary School of Batu.
2. To explain the feasibility of products such as textbook reading to finding the main idea with model of cooperative script used for A fifthgrade at Miftahul Ulum Islamic Primary School of Batu.

D. Importance of Research and Development

The development of learning subjects is expected to be an alternative source of learning model cooperative script for 5thA grade at Islamic Primary School. Expected benefits for the development of learning subjects of find the main idea in particular include:

1. Give it easy for students to learn actively and share as a model cooperative script.
2. Provide alternative strategies in delivery unit in the process of learning in Indonesian language reading mainly to find the main idea.
3. Enrich the learning resource for teachers and students.
4. Become a feed backs in compiling learning subjects based on the cooperative script.
5. Fill the lack or not the availability of learning subjects in the form of reading textbook to find the main idea of Indonesian language that is developed by using a model of cooperative script.

E. Assumptions and Limitations of Research and Development

Some of the assumptions in the study are:

1. The development of a systematic learning subjects, interesting, and enjoyable for the students in 5thA grade at Islamic Primary School.
2. The validator are one Indonesian language lecturer with an educational criteria S3 (Doctor), one education lecturer with an educational criteria S2 (Magister) and has an experience of training as development design book validator, and one Indonesian language teachers with S1 (undergraduate) education criteria capable of teaching Indonesian language well and experienced in teaching Indonesian language.
3. Validating test, practicality and effectiveness which do reflect the real situation and without engineering.

While some of the limitations in the implementation of this development are:

1. Product development of these units is limited to the unit of reading to find the main idea in 5thA grade consists of the following indicators:
 - a. Reading text by feeding 75 words on one minute.
 - b. Making a note of the important things from the text.
 - c. Making answering and questions based of text information.
 - d. Retelling the read text.
 - e. Finding the main idea.

2. Research object is limited to users of the units in in 5thA grade at Miftahul Ulum Islamic Primary School of Batu.

F. Definition of Key Term

To avoid misperceptions, some important terms in the implementation of this development is defined as follows:

1. Development

Development is the process of interpreting design specifications into a specific physical shape. The translation process designs the specifications include problem identification, formulation of learning objectives, the development of strategies or methods of learning and evaluation of the effectiveness and attractiveness of learning.⁴

In this research the development is more focused on developing learning Indonesian Language in 5thA grade unit to find the main idea with a model cooperative script.

2. Learning subject

Units defined as learning subjects which have physical properties that can be observed are used to facilitate the learning process. By Pannen, units are units or unit matters are arranged systematically used by teachers and students in the learning process.

⁴ Fitratul Uyun, “*Pengembangan Bahan Ajar Pembelajaran Al-Qur’an Hadis dengan Pendekatan Hermeneutik bagi Kelas 5 MIN 1 Malang*”, Magister Program at UIN Maliki Malang, 2010, page. 21

Units referred to in this research and development is a book which became the hand of teachers and students as a tool/guide in learning Indonesian language 5th A grade.

3. The Development of Learning subject

The development of learning subjects is the development of a set of systematically arranged unit both written and not so favorable environment/atmosphere that enables students to learn.⁵

The development of learning subjects is a process of systematic preparation of learning subjects that are valid, realistic, practical, and effective way to study Indonesian Language fifth grade the unit of reading to finding the main idea.

4. Indonesian Language Subject

Indonesian language subject is the process of teaching students in learning the language is directed to improve the ability of learners to communicate in Indonesian language right and well, whether oral or written, as well as foster appreciation of human literary works of Indonesia.

Language learning is expected to help the learners know themselves, their culture, and the culture of others, posited the idea and feelings, participate in the community which uses the language, and find and use analytical capabilities and imaginative child who there is in him.

⁵ Diknas. 2008, *Sosialisasi KTSP*, Diknas.

5. Unit

The unit is something that is being examined for unit, think about, talk about.⁶

However, in research and development is the unit in question is a discussion/sub chapters within each topic lessons delivered by the teacher to the students at the time of learning is taking place.

6. Model of Cooperative Script

Cooperative script is a form of cooperative learning model. Cooperative learning is a method of script in which students work in pairs and taking turns orally summarizes portions of the unit studied.⁷

Robert and Johnson said that not all work can be considered cooperative learning groups. To achieve maximum results, the five elements of mutual cooperation emotion learning model is applied, namely:⁸

a. Positive Interdependence

The group's success is highly dependent on the effort each of its members. To create an effective working group, teachers need to develop tasks such that each member of the group to finish its work alone so that others can achieve their goals.

b. Individual Responsibility

If the task and assessment made according to the pattern of the procedures of cooperative learning model, each student will feel a

⁶ Kamus Besar Indonesia (<http://kamusbahasaIndonesia.org/materi#ixzz1RbvfpA6R>, access on 08 Juli 2011).

⁷ Agus Suprijono. *Cooperative Learning Teori dan Aplikasi PAIKEM*. (Yogyakarta: Pustaka Pelajar. 2009), page. 126.

⁸ Anita Lie. *Cooperative Learning Mempraktikkan Cooperative Learning di Ruang-ruang Kelas*. (Jakarta: Grasindo. 2002), page 30-34.

responsibility to do the best. The key to success is a group work method in the preparation of teachers.

c. Face to Face

Each group should be given the opportunity to meet face to face and discuss. This interaction activities will provide the learner to form a synergy that benefits all members. The ideas of some of the heads will be richer than on the ideas of the head. Furthermore, the results of this cooperation are much greater than the results of each member.

The essence of synergy is to tolerate the difference, utilizing the advantages and disadvantages of each fill. Each member of the group has a background of experience, family, and socio-economic different from one and another. This difference will be the main in the process of mutual enrichment between group members. Synergies can be obtained not just instant, but it is a fairly lengthy process group. The group members need to be given the opportunity to know each other and accept each other in face-to -face activities and personal interaction.

d. Communication Between Members

This element also requires that the learners are equipped with a variety of communication skills. Before assigning students to groups, teachers need to be taught the ways of communicating. Not every student has the skills to listen and speak. The success of a group also depends on the willingness of its members to listen to each other and their ability to express their opinion.

e. Evaluation of Group Process

Teachers need to schedule a time for the group to evaluate the group process and the results of their cooperation in order to further cooperate more effectively. Time evaluation is not necessary to hold the working group held every time, but can be held over a period of time after several times engage learners in the learning activities of cooperative learning.

The learning model of cooperative script is teaching unit delivery that beginning with the granting of a discourse or a summary of the unit taught to students who are then given the opportunity to the students to read it for a moment and give/enter ideas or new ideas into the teacher's learning subjects provided, and then directed students to demonstrate basic ideas that are less complete in the existing unit alternately fellow partner respectively.⁹

Cooperative learning model scripts that will be applied in the Indonesian language learning subjects are presented in the form of paragraphs-paragraphs that should be read by all students. Each paragraph is read by a different student. Then the students find the main idea and lays out of the basic ideas to members of the group. The other group members provide feedback if there are shortages to expose the main idea to the other members of the group in turn.

In Indonesian language learning subjects there will be instruction for the formation of the group with a game, the teacher prepares a colored paper.

⁹Mahisa Alit. *Pembelajaran Kooperatif, Apa dan Bagaimana*. (Cirebon: SD Negeri 2 Bungko Lor. 2002), page. 203.

Every student is welcome to take a 1 paper (there are 4 of the same color). After getting the paper, students should find a friend who has the same paper with color taken. So the break-out group can randomly.

7. Characteristic of Fifth Grade Student

The period of primary school age as mesa late childhood that lasted from age six to about age eleven or twelve years. The main characteristics of elementary school students is that they show individual differences in many aspects and fields of, among others, differences in intelligence, in cognitive and language abilities, personality development and physical development of children.

According to Erikson's psychosocial development at age six to puberty, children begin to enter the world of work knowledge and worldwide. Important event at this stage the child starting school, starting confronted with the technology community, in addition to the learning process they not only happen in school.

Medium according to Thornburg, elementary school children is a growing individual, perhaps no longer need to doubt his courage. Each elementary school children are in the physical and mental changes that lead to better. Their behavior in the face of social and non-social environment increases. Fourth grade has the capacity of tolerance and cooperation are higher, even among those who reveal the behavior of adolescent behavior approaching the beginning.

G. Systematics of Writing

Systematics of this thesis in writing the plan are organized in five chapters, namely chapters I to VI, chapter bibliography and comes with an attachment-attachment.

Chapter I is an introduction that contains are: (a) background of problem; (b) problem formulation; (c) the research purpose; (d) importance of research and development; (e) assumptions and limitations of the research and development; (f) definition of term; (g) systematics of writing; (h) expected product specification; (i) originality of research.

Chapter II is the study of the theory, the contains: (a) characteristics of the learning subject; b) Indonesian language; c) the true of reading; (e) model of cooperative script.

Chapter III is the development method that contains: (a) the development model; (b) procedures of development; (c) feasibility test.

Chapter IV is present the results of that development that contains: (a) preparation and analysis of data; b) the feasibility of application test of the development product.

Chapter V is explaining the contents of this chapter are, (a) analysis of development product.

Chapter VI is closing, the contents of this chapter are: (a) conclusion; (b) suggestions.

Reference is a list that lists the book title, author name, publisher, and so on which are placed at the end and arranged alphabetically. References serve to provide direction for the readers of the paper that wants to continue studies or for repeated checking of the paper concerned.

And the last is the attachment that contains the documents, you need writers or readers that support in the process of developing learning subjects.

H. Expected Product Specifications

Product development that will be produced in the form of textbook. Products result from the development of these units are expected to have the following specifications:

1. The Learning Contents

- a. The unit presented is reading to finding the main idea in 5th A grade at Islamic Primary School. There are five indicators, namely:
 - 1) Reading with speeding 75 words/minutes,
 - 2) Noting the important words from the text have been read,
 - 3) Asking and answering the questions based on the text,
 - 4) Retelling the text, and
 - 5) Finding the main idea.
- b. The unit presented in the product with addition information of text to make students interest, and it comes with fun student activities.
- c. The presentation of the contents to find the main idea of units Indonesian language was designed with exploration and imagination.

2. The Design Book

- a. The physical form of the product in this research is form of print media is created by using variations of the layout, color choices, font variations to suit students' needs so comfortable to read and interesting to study.
- b. The language used is dialogys so attempted an active interaction occurs between the textbook and the learners.
- c. The font that is used are **SHOWCARD GOTHIC** for title, **Comic Sans MS** for the sub title, and Maiandra GD for the content or text with font size is 12.

I. Originality of Research

1. The Previous Study

Related to previous research, the researchers have been tracking some thesis about the development of learning subjects. Researchers found several previous studies related to units, inter alia as follows:

- a. Thesis on department of language education and literature at the State University of Malang, written by Farida Yufarlina Rosita on 2011, entitled *"The Development Of Learning Subjects For Indonesian Language Speaking Skills Students SD/MI Class IV Models Of Cooperative Learning"*.¹⁰ In this thesis the

¹⁰ Farida Yufarlina Rosita, "Pengembangan Bahan Ajar Keterampilan Berbicara Bahasa Indonesia Untuk Siswa SD/MI Kelas IV Berbasis Cooperatie Learning", Skripsi, Program sarjana UM, 2011.

development of learning subjects produced models of cooperative learning on speaking skills are presented to 4th grade at SD/MI.

- b. Thesis on department of teacher education for islamic primary school at the Islamic State University of Maulana Malik Ibrahim Malang, written by Ayu Kurnia Mahmudah on 2012, entitled *“The Development Of Learning Subjects To Read Children's Stories Based On The Folklore Of East Java In 5th Grade at Mi Nurul Huda Malang”*.¹¹ In this thesis the resulting development is based on the folklore of East Java in the skill of reading presented to 5th grade at SD/MI.

With regard to further facilitate understanding the similarities, differences and originality of research earlier, researchers included a description in the form of table as follows:

Table 1.1
Originality of Research

TITLE RESEARCH	EQUATION	DIFFERENCE	ORIGINALITY OF RESEARCH
<i>The Development Of Learning Subjects For</i>	Develop learning subjects and produce learning subjects using a	a. The units developed are all speaking skills in 4 th	Based on the characteristics of the units that became a theme

¹¹ Ayu Kurnia Mahmudah, “Pengembangan Bahan Ajar Membaca Cerita Anak Berbasis Cerita Rakyat Jawa Timur di Kelas V MI Nurul Huda Malang”, Skripsi, Program sarjana UIN Maulana Malik Ibrahim Malang, 2012.

<i>Indonesian Language Speaking Skills Students SD/MI Class IV Models Of Cooperative Learning</i>	model cooperative script	grade. b. The development using cooperative script.	in this study is Indonesian language, this research will develop learning subjects read to find the main idea by using a model of cooperative script for 5 th grade at Islamic Primary School of Miftahul Ulum Batu. Researchers hope the existence of this development will be able to create a fun learning subjects for students with the design and content of the
<i>The Development Of Learning Subjects To Read Children's Stories Based On The Folklore Of East Java In 5th Grade at Mi Nurul Huda Malang</i>	Develop learning subjects and product a textbook reading unit	a. The unit presented the folklore of East Java for 5 th at SD/MI. b. Development of the resulting product is based on the folklore of East Java.	

			book is more interesting.
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Based on previous studies, there has not been a learning to be development product using a model of cooperative script. Indonesian Language learning subjects development with cooperative learning.

Therefore, this research gap with previous research is a researcher developing learning subjects read to find the main idea with model of cooperative script in 5th grade at Miftahul Ulum Islamic Primary School of Batu. So the position of this research is a study that has never been done by any other researcher.

CHAPTER II

LIBRARIANSHIP REVIEW

Chapter II is the study of the theory, the contains: (a) characteristics of the learning subject; b) Indonesian language; c) the true of reading; d) finding the main idea; (e) model of cooperative script.

A. The Characteristic of Learning Subjects

Learning subjects is any units or units that are arranged systematically used to help teachers/ trainers in carrying out activities of teaching and learning so that create the environment or atmosphere that enables students to learn. These units can be either written unit or unwritten.

Units or learning subject generally consists of knowledge, skills, and attitudes that students should be studied in order to achieve the standards of competence have been determined. In line with the various types of competence standards, unit aspects of learning can also be differentiated into types of unit aspects of the cognitive, affective, and psychomotor. Cognitive aspects of learning subjects in detail can be divided into four types, namely: facts, concepts, principles and procedures.

1. Unit fact is a kind of the unit in the form of object names, place names, people's names, insignia, historical events, the name of the part or component of an object, and so on.

Example: the independent State of Indonesia on 17 August 1945, there were 7 days a week.

2. Concept unit is unit which consists of understanding, the definition, nature, the core content. Definition, identification, classification, special features.

Example: a law is a rule that must be obey, and if breached are fines or criminal sanctions.

3. Principle type unit is in the form of postulate, formulas, postulates, theorems.

Example: the law of supply and demand (if the offer still demand rises, then prices will rise), newton's theorem of phytagoras, law etc.

4. Procedure type unit is in the form of steps grind consecutively, for example measures call, ways of making salted egg or ways of making an electric Bell.

Example: the steps to add up fractions

- a. Equating denominator.
- b. Sum the numerator with the denominator of which is the numerator has been identified.

Reviewed by teachers, the learning subject to be taught or presented in the learning activities. In terms of the students, the units should be studied students in order to achieve basic standards of competency and competency to be assessed using the assessment

instrument is drawn up based on the indicators of achievement of the learning.

In the activity of learning subjects is very important for teachers and students. The teacher will have difficulty in increasing the effectiveness of the lesson that if without any units. Similarly, for students without learning subjects, students will experience difficulties in their studies. It is worse if the teacher explains the lesson unit quicker and less obvious. Therefore learning subjects is a very important thing to be developed in an effort to improve the quality of learning. Learning subjects essentially has some good roles for teachers, students, and on learning activities.

1. The Role of Learning subjects

Use of units in the process of learning has an important role. These roles include the role of the teacher, the student, in the classical learning, individual, and group. In order to be retrieved will be a clearer understanding of their respective roles described in the following:¹²

For Teachers; learning subjects for teachers has a role that is:

a. Save teacher's time in teaching

The learning subjects, students can be charged with studying the advance topics or unit that they have learned, so teachers would not have to explain in detail anymore.

b. Change the role of a teacher to become a facilitator.

¹²Tian Belawati, *op.cit.*, page. 14-19.

The units in the teacher learning more activities are facilitating better Messenger on students from the unit matter.

- c. Enhance the learning process becomes more effective and interactive.

The existence of the learning subjects will be more effective because the teacher has a lot of time to mentor their students in understanding a topic of study, and also the method they use is more varied and interactive because the teacher does not tend to be lectured.

For Students; learning subjects for students has a role that is:

- a. Students can study without teacher in the class.
- b. Students can study whenever and wherever.
- c. Students can study agree with their self-skilil.
- d. Students can study by ordinal that is choosen by themself.
- e. Help student's potential to be stand alone.

In Classical Learning; learning subjects has a role that is:

- a. Can be used as an integral part of the main book.
- b. Can be used to complement/supplement the main book.
- c. Can be used to enhance learning motivation of students.
- d. Can serve as the ingredient that contains an explanation of how to find the application, relationships, as well as linkages between one topic and other topics.

In Individual Learning; learning subjects has a role that is:

- a. As the main media in the process of learning.

- b. The tool is used to arrange and oversee the process students gain information.
- c. Supporting other individual learning media.

In Cooperative Learning; learning subjects has a role that is:

- a. As a unit with integrated group learning process.
- b. As the supporting for main learning subjects.

2. The Kind of Learning subjects

Units according to its kind, there are four types of groups, namely, printed units include handouts, books, learning subjects, student worksheets, brosur leaf let, wall chart, photos/ images, model/ scale model. Audio unit such as vinyl/ cassette/ compact disc and radio. Audio visual unit such as film and video/ person/ resource specialist fields of study, and interactive units such as discussions, environment/ learning outside the classroom and the practice of a certain unit.

B. Indonesian Language

1. Characteristic of Indonesian Language Subject for Elementary School

Language has a central role in the development of intellectual, social, and emotional for learners and the success of the study all subjects. Language learning is expected to help learners know themselves, their culture, and the culture of others, express ideas and feelings, participate in the community who use the language, and to find and use analytical and imaginative abilities that exist within him.

Learning of Indonesian is directed to enhance the learner's ability to communicate in Indonesian language properly and correctly, both orally and in writing, and foster an appreciation of the literary works of the Indonesian people.

Bredekamp said that children develop in all aspects of the development of physical, emotional, social, and cognitive. There is no other way except the teacher should have full responsibility and concern for the integral development of the child.

2. The True of Indonesian Language

Human-beings are social-beings, who have the sense that human life is constantly interacting with other human beings. At the time when human-beings need recognition of its existence then interactions increasingly important to do. Activities interact requires a tool, a means, as well as the media in order to mutually understand each other. While in the middle of neighborhoods using a language we don't understand then there will be a misunderstanding that could lead to a split. On the lives of Community citizens of Indonesia's diverse ethnic, cultural, religious, and regional language then the Indonesian language has an important role in unifying the diversity. With the requirement that all citizens of Indonesia to use the Indonesian language that is right and well is one way for the unity and unification of the nation always awake.

Indonesian Language education is stressed on giving hands-on experience and practical activities for competence to develop students that can explore and understand diversity-owned nation of Indonesia. Indonesian Language education is geared to gain a deeper understanding about the important role of the Indonesian language as a means of unifying the nation. In

the student's learning is facilitated to develop a number of skills and a sense of love for the homeland. These skills include: speaking skills, writing skills properly in accordance with was EYD (*Ejaan Yang Disempurnakan*), as well as continually creative to bring the name of the nation.

3. Teaching and Learning of Indonesian Language

a. The True of Teaching and Learning Indonesian Language for Primary School

The language has a central role in the development of intellectual, social, and emotional support the learners success in learning all areas of study. Language learning is expected to help the learners know themselves, their culture, and the culture of others, positive the idea and feelings, participate in the community who use the language, and find and use analysis and imaginative ability that is inside a student.

Learning Indonesian Language is directed to improve the ability of learners to communicate in Indonesian Language well and true, whether oral or written, as well as foster appreciation of human literary works of Indonesia. Indonesian Language lessons is a competency standards qualifications ability minimum of participants that illustrates the mastery of knowledge, language skills and a positive attitude towards the language and literature of Indonesia. A standard of competence is the basis for the learners to understand and respond to the situation of local, regional, national, and global.

By the standards of competence of Indonesian Language units is expected to: (a) learners can develop their potential according to the capabilities, needs, and interests, and can foster award against works of literary and intellect the results of themselves, (b) teachers can focus on paying attention to the development of the competency language learners by providing any speaking activities and learning resources, (c) a teacher more independently and freely determines literary and literary units in accordance with the conditions of the school environment and the ability of students participants, (d) parents and the public can actively engage in literary and literary program implementation in accordance with the conditions and the specificity of regions with permanent attention to national interests.¹³

b. The Goal and Functions of Indonesian Language Learning at Primary School

Learning of Indonesian language in primary school aims to make students have the ability to communicate in accordance with good manners, respect and pride in using the language of daily life in Indonesia, make use of literary works to broaden and refine the manners, improve the understanding and the ability to speak in Indonesia is right and well.

1) The Scope of Indonesian Language Units in Primary School

¹³Depdiknas, *Pedoman Penyusunan KTSP Sekolah Dasar*. (Jakarta: Depdiknas. 2006), page. 15.

The scope of the learning Indonesian Language includes several components: (1) language proficiency, and (2) the ability of applying literature which covers aspects of listening, speaking, reading, and writing.¹⁴

C. The True of Reading

Along with the development of science and technology requires the community to always learn. An effective learning process is one of these done by reading. Reading is a process which is carried out as well as used by the reader to obtain a message, a method used to communicate with themselves and sometimes others, communicating meanings contained or implied in the written symbols.¹⁵

Reading is a complex activity and purpose, which involves various factors coming from within and from outside. Read in this thought process which consists of various activities of thinking that leads to a single purpose and that is to understand the meaning written in the readings.

Based on the opinions above, it can be concluded that reading is an activity to pay attention to the written word which involves vision, eye movement, speech, knowledge of the recollection of words that can be understood and the experience of reading done intensively.

¹⁴Arinil, *Tujuan dan Ruang Lingkup Bahasa Indonesia SD/MI*. (Online), (arinil.wordpress.com/2011/01/30/Tujuan-dan-Ruang-lingkup-mata-pelajaran-Bahasa-Indonesia-SD/MI) retrieved on 12 July 2012.

¹⁵Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa. 2008), page. 20.

According to Rubin, reading comprehension is a complex intellectual process that includes two main components, namely the meaning of the word mastery and ability to think about the concept of verbal.¹⁶

From understanding reading comprehension on top then it can be defined as a complex process in reading the text of the readings to understand ideas reading through mastery of verbal meanings and concepts.

a. Extensive Reading

Extensive reading is a technique to read quickly without compromising the core reading comprehension. Extensive Reading aims to quickly find or figure out the main problem of reading text. Objects may read extensively consist of as many as possible text in the shortest time. The level of understanding required in extensive reading is not too deep because the act of reading is done quite understand what we need only.

Extensive reading is also referred to as speed reading techniques. Speed reading is reading that prioritizes speed without limiting the understanding. Usually it is associated with speed reading goals, purposes, and reading materials. There is a good fast reader, do not apply a constant speed reading in a variety of weather and circumstances read. Application of the ability to read quickly adapted to the purpose of

¹⁶Rubin Sumadyo, *Penerapan Teknik Skimming dan Scanning Untuk Meningkatkan Pembelajaran Membaca Pemahaman Siswa Kelas V SDN Salero Ternate*. (Malang, Universitas Negeri Malang: Thesis was not published.2009), page. 17.

reading, reading aspect severity be extracted and be understood. Speed reading does not mean the origin only, so when you're done reading nobody remember and understands. The two main things that must be considered when reading faster is the rate of speed and a high percentage of reading comprehension.¹⁷

Extensive readings or speed readings include the survey, skimming and superficial reading.

Reading survey conducted to examine, examine the list of words, chapter headings found in the books in question, as well as examine the chart, scheme, or the outline of the book in question. Sample surveys are reading the book in depth. The initial step we have to do is read the first reading in passing on certain parts only. The goal is to get an overview of the literature. The parts that need to be considered are:

- The initial paragraph, last paragraph, and also a few paragraphs in the middle.
- The table of contents, pictures, tables and paragraphs which have a general idea about the text.
- Questions that may be contained in the text.

Skimming also includes the type of speed reading. There are three goals in the first reading, which is as follows:

- To gain a general impression of a reading
- To find a particular case of a reading

¹⁷Jauharoti Alfin, *Bahasa Indonesia 1 Edisi Pertama (Konsep Dasar Membaca)*. (Malang. LAPIS. 2008), page. 21.

- To locate or place the necessary materials in the library.

Readings allow or superficial reading is done by the time were the purpose of entertainment, for example, a funny story, light novels, and diaries.

Some techniques to read extensively:

- Techniques read-select (selecting) are reading literature or literary elements are considered to contain the required information. In this case, the reader simply choose and read the parts required course reading.
- Read-jump technique (skipping) is read by leaps read. That is, reading the parts that are considered incompatible with the purposes already understood or ignored.
- Engineering-layap read (skimming) is a fast read (glance) to obtain an overview of the contents of a book or other reading thoroughly.
- Read-phase techniques (scanning) is a technique of reading a quick glimpse, but thorough. It is intended to obtain special information or reading. For example, to search for phone numbers, searching for the meaning of a word in the dictionary, look for information about terms in the encyclopedia, look for broadcast television shows, and a list of trips.

Speed reading has several advantages, especially when we are limited by time. With a quick read we can quickly review the contents that has been studied, it gives an opportunity to the students to be more

flexible because the parts that have been studied may be skipped. So, the hard part is read and understood. The primary key is a quick read with practice.

There are two reading techniques that must be mastered, namely skimming and scanning. Skimming is an attempt to take the essence of a passage, a main idea. Scanning is a technique for obtaining a quick read without reading the other information, but directly to the problem is sought, in the form of specific facts or information.

Before practicing speed reading, first procedure's quick read.

- Read quickly saves time
- Read quickly create efficiencies
- Speed reading has a value that is fun/ entertaining
- Reading rapidly expands mental horizons
- Reading faster helps to speak effectively
- Read a quick help for exams/ tests
- Reading rapid increases understanding

b. Finding The Main Idea

The main idea is the draft composed in thoughts, ideas. Or it is an idea/ thought of a paragraph or an underlying paragraphs. The paragraph is a series of sentence consisting of one main idea (primary thoughts) coupled with some idea of the descriptors (explanatory expressions) are interconnected and arranged in a sequence.

The main idea is the idea that has the idea development of a paragraph. Thus the main idea of a paragraph is a summary of the entire contents of the sentences in the paragraph. Or it could be said that the main idea of a paragraph's main idea animating these paragraphs. While the idea of additional explanatory sentence is coupled to the main idea of the paragraph so that easy to understand. The idea of the descriptors is generally composed of several interrelated sentences.¹⁸

The Method to Find The Main Idea of a Paragraph:¹⁹

- 1) Reading text full.
- 2) Understanding the content of reading.
- 3) Finding the main idea.

The main idea is in each paragraph. Usually the main idea expressed explicitly in the main sentence or sentence the topic of the paragraph. The underlying idea in the beginning of the paragraph referred to paragraph deductive, while the underlying idea that there is at the end of the paragraph referred to paragraph inductive.

D. Model of Cooperative Script

The Learning Model is a plan or pattern that can be used to shape the curriculum (a long-term pursuit plan), design teaching units-teaching and guiding in class or else.²⁰

¹⁸Rahmah, *Menentukan Ide Pokok Dari Salah Satu Paragraf*, (online) <http://asagenerasiku.blogspot.com/2012/12/menentukan-ide-pokok-sebuah-paragraf.html> retrieved on 23 June 2013 at 14:48.

¹⁹SDN Kunduran., *Menemukan Ide Pokok*, (online) <http://materibhsindk6.blogspot.com/2012/09/menemukan-ide-pokok-paragraf.html> retrieved on 23 June 2013 at 14:52.

The Learning Model is structured to achieve specific educational goals. It can also be a choice pattern means that teachers may choose the appropriate teaching model to achieve the goal of education.

The opinion can be inferred from the model of learning is learning planning framework that describes how a systematic procedure, which can be used as guidelines in carrying out the learning in the classroom to achieve learning objectives to achieve.

Cooperative learning script is one type of cooperative learning which encourages students to actively and help each other in mastering the unit matter to achieve maximum performance. Cooperative learning Model script is part of the cooperative learning model in which students learn in small groups consisting of 3 people in a heterogeneous and work together in a positive and relay on each other of responsible for the lessons to be learn and convey the unit in turn.

Cooperative learning Model script designed to increase students sense of responsibility towards themselves and also learning the lesson that other people. Students not only learn the given unit, but also they must be ready to provide the unit and the members of their group to another. Thus, students are interdependent with one another and must work together in a cooperative to learn the unit that is assigned.

To optimize the benefits of learning groups, group membership should be heterogeneous, both in terms of his ability and other

²⁰Mudjiono & Dimiyati. *Belajar dan Pembelajaran*. (Jakarta: Rineka Cipta. 2006), page. 109.

characteristics. Thus an effective means to ensure the heterogent of this group are teachers making groups. If the students are freed to make your own group the students usually choose their preferred friends such as sex, ethnic, fellow and equal in ability. This tends to produce a homogenous groups and certain students are often not entered in any group. Therefore, giving the freedom of students to form the group itself is not a good way, unless the teacher makes certain limitations so as to produce a heterogent groups.

According to Slavin, in group learning, teachers must ensure that there is one group of children in the high achievers, medium, and low.²¹ Learning of cooperative script model, there are several groups of two students. Each student in a group alternately serves as speaker and listener. Students who serve as speakers convey the main idea in a paragraph which they find what they have read to the students who serve as listeners. While the students who serves as the listener carefully and minutely listen anything delivered by speaker then adding less and less precise opinions to oppose with good language and polite. After that the students have been alternately served as a speaker to the listener and likewise vice-versa.

According to Suyatno, steps of apply the cooperative script is as follows:²²

1. Teacher paired the students to split;

²¹Robert E Slavin. *Cooperative Learning*. (Bandung: Nusa Media. 2010), page. 241.

²²Suyatno., *Menjelajah Pembelajaran Inovatif*, (Sidoarjo: Mas Media. 2011), page. 117.

2. Teacher shares discourse/units on students to read and students create a summary;
3. Teachers and students set who's first act as speaker and who acts as the listener;
4. Student act as a speaker read out the results of his summary as complete as possible and incorporate the ideas in his summary;
5. Students act as listeners pay attention to duty, correction, and suggest ideas that have yet to complete from the students who act as speaker;
6. Swapped roles;
7. Making the conclusion of students together with teachers;
8. Teachers perform consolidation.

Note that if you apply the learning model cooperative script to learn new unit it is necessary to be prepared a guidance and content unit coherently as well as enough so that learning objectives can be achieved.

CHAPTER III

METHOD OF DEVELOPMENT

Chapter III is a development method that contains are: (a) the development model; (b) procedures of development; (c) feasibility test.

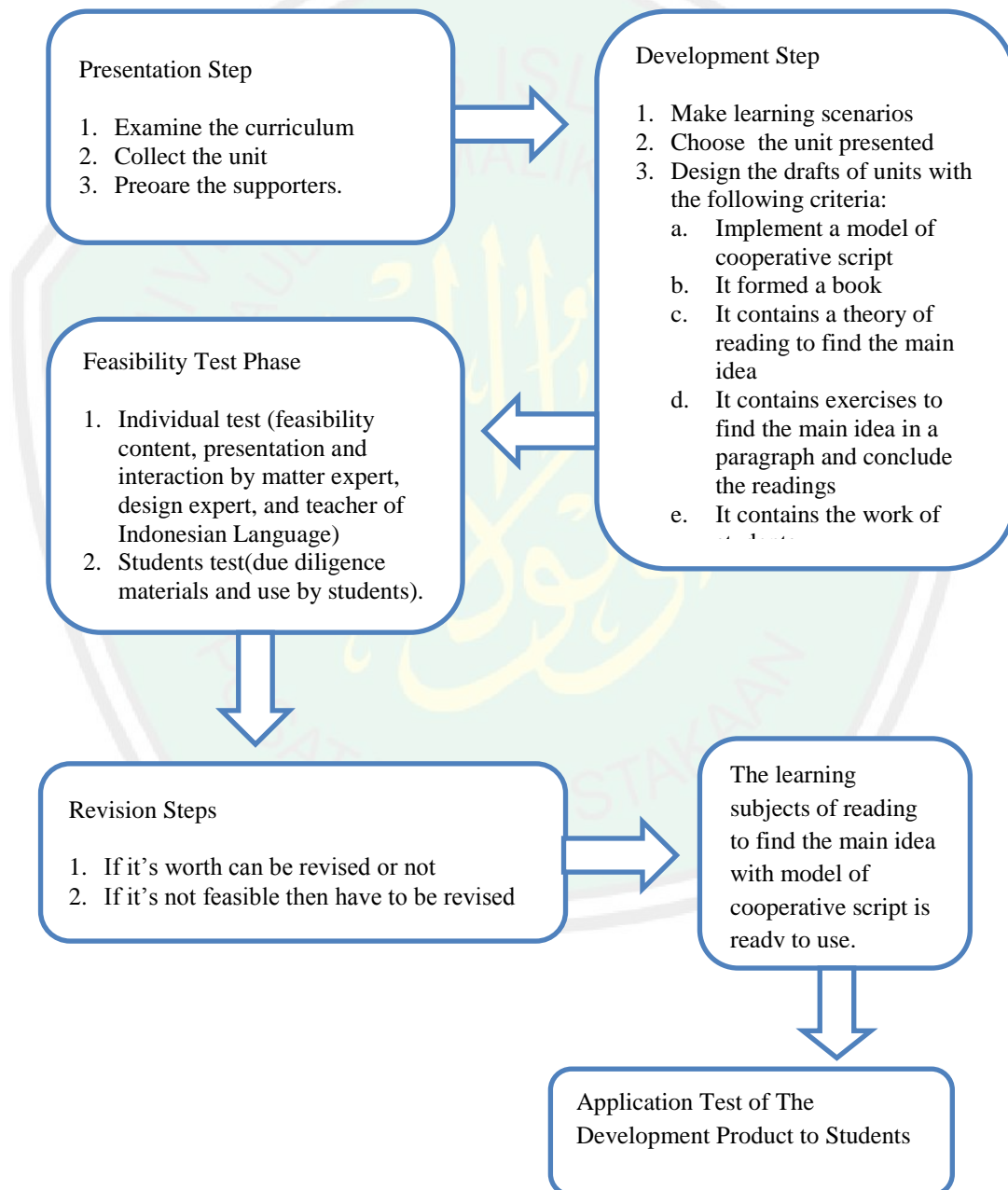
A. Development Model

In this section are presented the framework development method of reading units to find the main idea with a model cooperative script. The frame work of development method that includes a model development, procedures development, and feasibility of product development.

The researcher used the Research and Development (RnD) model based on Borg and Gall. Moreover, Borg and Gall defined this research as a process to develop and validate educational products. The steps of development were called r and d cycle. It was called cycle because the process of development would be repeated until the particular product met its objectives.

In the R and D cycle, Borg and Gall divided the process into several steps. This process consisted of studying finding research that is relevant to the product to be developed but it must be based on the finding, testing and revising the product to correct the weakness found in the testing field. In more through program R and D, this cycle will be repeated again and again until it met the objectives of the

development. Moreover, those steps of development were aimed at developing that described the quality of the actual product development. Plot development that is done will be addressed in the following diagram:



Picture 3.1 Diagram of the procedural development of learning subjects

B. Procedure of Development

The research consists of two steps: (1) development of units read to find the main idea with a model of cooperative script in the form books, (2) to test the feasibility of units read to find the main idea with a model of cooperative script that has been created.

The development the unit reading to finding the main idea with model of cooperative scripts through few steps. As for the steps being performed are as follows:

1. Preparation Step

The purpose of the preparation is studied and mastered characteristic unit to be developed into units that are planned. In addition, in order to collect units the units needed for designing learning subjects. Activities performed are as follows:

a. Examine the curriculum based on the applicable curricula. In reviewing the curriculum there are 2 activities to be done among others as follows:

- 1) Reviewing the competence, activities which are intended to ensure the accuracy of the competence and the competence that should be supported by the units concerned. The result is total of general learning objectives and learning objectives of instructional units.

- 2) Analysis of the learning activities, to assign all the skills covered in the study. These skills have verbal information, intellectual skills, psychomotor skills and attitude.
- b. Collecting the necessary units in the preparation of learning subjects that are planned.
- c. Prepare supporting device used to design units that are planned.

2. Design Step

The purpose of design is to translate knowledge or theory that is common in the form of a detailed specification for the purposes of making learning resources and learning systems or components. Something to be designed is learning subjects or content units. As for the activities performed at this stage are as follows:

- a. Making learning subjects developed scenarios so that units can be arranged in a systematic and regular basis.
- b. Select unit appropriate to the learning objectives.
- c. Design the draft units covering the following activities:
 - 1) Sequences the contents that are activities to determine and obtain the sequence of the units to be presented or studied by learners. All units and source units are selected according to your needs based on the suitability

of the units presented. From these activities determined the unit presented includes understanding the underlying idea, the main sentence, and explanatory sentence.

- 2) Structuring the contents that are the activities is to organize the structure of the contents of the units that will be presented to learners. The structure of the contents of these units are laid out in such a way that learners are easy in learning reading units to find the main idea with a model of cooperative script.
- 3) Designing the unit in book form reading units to find the main idea with a model of cooperative script. In this section of theory and examples of the development of learning subjects are written in the form of a book corresponds to the structure of the content that has been designed.

From some of the above activities generated the initial drafts of units read to find the main idea with a model of cooperative script in the form of book.

3. Test the Feasibility Step

Activity at this step is to find out the level of appropriateness of initial drafts produced at the stage of designing. There are two activities carried out at this step.

- a. Eligibility based on individual test, the content, presentation and interactivity by design expert, content experts, and teachers. Activities are intended to obtain data or information from the expert content units about the contents of the parts which are not feasible or are not logical connectedness between different parts of the content or errors. It also strain data about the feasibility of the use of interactivity and learning subjects developed.
- b. Students test based on the appropriateness of the content and the use by students. This activity is carried out in order to capture data from the user as a student learning subjects developed. Data obtained is used to determine the extent to which the units developed are worth being used by students based on the appropriateness of content, ease of use and the interactivity.

4. Revision Step

This activity is carried out for reparations or improvements to the initial draft based on the analysis of the data or information obtained from experts and students.

C. Feasibility Test

The eligibility test is performed to obtain an overview of the eligibility rate of products produced. In addition worthiness is also done to perform the initial evaluation of the resulting product.

The results of this feasibility test will be used as a reference for revising or improving the product so that the product has quality enough.

1. Design of Product Test

Test design feasibility study is done on the plan to test an individual or group is limited. Factor informing this feasibility test is related to the limited time and the ability of researchers, so that the eligibility test is only done to test on the level of individuals and groups is limited. However, the selected validator needs the eligibility test, so that the data obtained have a value which can be accounted to improve or revise.

2. Unit to The Feasibility Test

Feasibility test units or validators on this research are determined based on the following criteria:

- a. Validators are one Indonesian language lecturer educational criteria S2 (Magister) and one Indonesian language teachers with undergraduate education criteria are able to teach well and experienced in teaching Indonesian Language.
- b. In addition to the units with the above criteria, the eligibility test will also be done through the data filter of students 5th grade at Islamic Primary School.

3. Data Type

Type of data in this research development is quantitative and qualitative data.²⁴ Quantitative data is information that is obtained using the questionnaire to know the extent to which the units developed are worth being used by students based on the appropriateness of content, ease of use and interactivity quantitative data are collected via the question form is (1) assessment by the content and design of learning expert about the parts of the content are not feasible or are not logical connectedness between different parts of the content or errors. It is also selected data about the feasibility of the use of interactivity and learning subjects developed. (2) The evaluation from Indonesian language teacher in 5th grade at Islamic Primary School.

While the qualitative data in the form of (1) information about learning of Indonesian language obtained through interviews with Indonesian language teachers in Miftahul Ulum Islamic Primary School. (2) Suggestions, feedback, and improvement suggestions based on expert assessment of the results obtained via interviews/ consultations with expert content, experts and practitioners in the Indonesian

²⁴ Wahid Murnidan Nur Ali, *Penelitian Tindakan Kelas Pendidikan Agama dan Umum Dari Teori Menuju Disertai Contoh Hasil Penelitian* (Malang : UM Pres, 2008)

language lesson in Miftahul Ulum Islamic Primary School of Batu.

4. Techniques to Collect The Data.

The collection of data in this research is carried out to gather some of the data required as bait and revision of reference units that have been compiled. Data collection is taken after learning subjects created finished compiled.

5. Instruments to Collect The Data

The main research instrument used to collect the data in this study is a draft unit, while its supporters now include instruments or questionnaires. The questionnaire was written a number of questions which were used to obtain information from the respondent within the meaning of the private, or reports about the things he knows.²⁵ In this research the type of questionnaire that is used is the closed questionnaire, that are questionnaire that you have prepared the answer so just choose the answer that correspondences to a particular sign appended in the answers that are provided.

6. Data Analysis Techniques

Data obtained from the questionnaire were analyzed using simple quantitative technique by calculating the percentage of answers to each question are items given to the

²⁵SuharsimiArikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 1998)page. 140

respondent. While the qualitative data in the form of the unstructured data (verbal data) is used after selected according to your needs.

Interpretation is an interpretation of the results of the analysis of the data of the respondents. As a guide the interpretation set out the criteria as stated in the following table.

Table 3.1
Criteria Interpretations

Category	Percentage	Qualification
4	86% - 100 %	Very suitable
3	76 % - 85 %	Suitable
2	56 % - 75 %	Less suitable
1	< 55 %	Not suitable

Description:

- a. If the media has been tested reached level the percentage of 86% - 100 %, the media is very suitable in qualification.
- b. If the media has been tested reached level the percentage of 76 % - 85 %, the media is suitable in qualification.
- c. If the media has been tested reached level the percentage of 56 % - 75 %, the media is less suitable in qualification.
- d. If the media has been tested reached level the percentage of < 55 %, the media is not suitable in qualification.

CHAPTER IV

DATA EXPOSURE OF RESEARCH

In Chapter IV, presented two things related to development results. Two things are: (a) the presentation and analysis of data, (b) feasibility test of development textbook. Everything is presented based on suggestions from learning contents experts, design book expert, teachers of Indonesian language and target trials in fifth grade of Elementary School.

A. The Presentation and Analysis of Data

1. Preparation Step

The purpose of preparation is to learn and explore the learning contents characteristics that will be developed into learning subject that be used. In addition, to collect the learning content needed to design the learning content. Activities undertaken are as follows:

- a. Knowing the characteristic of fifth grade students and characteristic of Indonesian language subject. We have to know the characteristic of fifth grade student first. The period of primary school age as mesa late childhood that lasted from age six to about age eleven or twelve years. The main characteristics of elementary school students is that they show individual differences in many

aspects and fields of, among others, differences in intelligence, in cognitive and language abilities, personality development and physical development of children. Then, we have to know the characteristic of Indonesian language subject. Learning of Indonesian is directed to enhance the learner's ability to communicate in Indonesian language properly and correctly, both orally and in writing, and foster an appreciation of the literary works of the Indonesian people

b. Reviewing the curriculum based on the applicable curriculum. In reviewing the curriculum, there are two activities that must be performed are as follows:

- 1) Reciting the competence, activities that are intended to ensure the accuracy of the competence and the competence that must be supported by Indonesian lesson. In making this learning subject, the author only take 1 basic competence is finding the main idea of a text at the speed of 75 words/minute. That basic competence consistsof 5 indicators, namely: (1) syudents can read with reading speed of 75 words/minute; (2) students can note important words from the text that is read; (3) students can ask and answer question based on reading information that is read; (4) students can retell the readable content of reading; (5) students can find the main idea in reading.

- 2) Analysis of the learning activities to assign all of the skills covered in the lesson. Such skills have verbal information, intellectual skills, psychomotor skills, and attitudes.
- c. Collecting the necessary ingredients in the preparation of the learning subject are planned, the unit related to finding the main idea and text on each posts.
- d. Preparing the support device that is used to design the learning subject planned. For example, the images in accordance with the books used for fifth grade of primary school to design textbook developed.

2. Development Step of Learning Subject

The purpose of design is to translate the knowledge or general theory to the specification form to making learning resources or learning system components. Designing a draft of learning subject include the following activities:

a. Learning Contents

- 1) The unit presented is reading to finding the main idea in 5th A grade at Islamic Primary School. There are five indicators, namely: 1) Reading with speeding 75 words/minutes, 2) Note the important words from the text have been read, 3) Asking and answering the questions based on th text, 4) Retelling the text, and 5) Finding the main idea.

- 2) The unit presented in the product with addition information of text to make students interest, and it comes with fun student activities.
- 3) The presentation of the contents to find the main idea of units Indonesian language was designed with exploration and imagination.

b. Design Book

- 1) The physical form of the product in this research is form of print media is created by using variations of the layout, color choices, font variations to suit students' needs so comfortable to read and interesting to study.
- 2) The language used is dialogic so attempted an active interaction occurs between the textbook and the learners.
- 3) The font that is used are **SHOWCARD GOTHIC** for title, **Comic Sans MS** for the sub title, and **Maiandra GD** for the content or text with font size is 12.

3. Validation Step

Validation of the subjects made by expert validator held on March 28, 2014 until April 3, 2014. Data assessment of subjects development product done in 4 steps. The first step is obtained from the results of an assessment of the development product of subjects made by one lecturer of Education Elementary School Teacher department is Indonesian language subjects expert, the second step is

obtained from the results of an assessment of the development product of subjects made by one lecturer of Education Elementary School Teacher department is design book expert, the third step is obtained from the results of an assessment of the development product of subject made by the fifth grade primary school Indonesian language teachers as a learning expert and the fourth step is obtained from the results of the validation of the development product of subjects made in the target trials. The identity of the subject of the expert validation and target trials can be seen in attachment 3.

The data obtained is quantitative data and qualitative data. Quantitative data derived from assessment questionnaire with Lynkert scale, while the qualitative data in the form of additional assessment or advice from the validator. Data validation test results are analyzed by the average score on the evaluator's assessment of each assessment item.

a. Validation Result of Learning Contents Expert

Development product is submitted to subject learning contents experts of Indonesian lesson is a book. Exposure descriptive learning contents expert validation results of Indonesian lesson towards the development product of fifth grade Indonesian subject the unit of reading to finding the main idea with a model of

cooperative script through questionnaire method with a questionnaire instrument can be seen in Table 4.1., 4.2., 4.3.

Table 4.1
Assessment Result of Indonesian Subjects Learning contents Expert
Toward Subjects of Reading to Finding The Main Idea by Model of
Cooperative Script.

No.	The Assessment Criteria	X	x_i	P (%)	Level of Validity	Explanation
1.	Suitability the contents of learning with the standard of competence	3	4	75	Rather Valid	No Revision
2.	Suitability the contents of learning with based competence	3	4	75	Rather Valid	No Revision
3.	Suitability the contents of learning with indicators	3	4	75	Rather Valid	No Revision
4.	Presentation of the contents learning using easily understood language	4	4	100	Valid	No Revision
5.	Interactivity language used	4	4	100	Valid	No Revision
6.	The concept of reading	3	4	75	Rather Valid	No Revision
7.	The concept of reading with a speed of 75 words/minutes	4	4	100	Valid	No Revision
8.	The concept of noted the importance words of	4	4	100	Valid	No Revision

	reading to read.					
9.	The concept of asking questions based on the information read.	4	4	100	Valid	No Revision
10.	The concept of retelling the readable content of reading	4	4	100	Valid	No Revision
11.	The concept of finding the main idea in text	4	4	100	Valid	No Revision
12.	Suitability the task with indicators	4	4	100	Valid	No Revision
13.	Suitability the task with the contents of learning	3	4	75	Rather Valid	No Revision
14.	Presentation the learning contents give a motivation to learn more	4	4	100	Valid	No Revision
15.	The language used ethical, aesthetic, communicative, functional, suitable with target reader/user	3	4	75	Rather Valid	No Revision
16.	Language (spelling, punctuation, vocabulary, sentence, and paragraphs) suitable with the rules and terms used raw	3	4	75	Rather Valid	No Revision
	TOTAL	57	64	89,063	Valid	No Revision

Explanation:

x : answer scores by the validator, that is Mr. Dr. Hasan Busri, M.Pd as an learning contents expert.

x_i : the highest response scores

P : percentage og validity

Tabel 4.2
Frequency Distribution Rate Validity of Subjects Learning Contents Expert

Level of Validity	F	%
Valid	9	56,25
Rather valid	7	43,75

Table 4.1. and 4.2., shows the results of the data validation from Indonesian learning contents expert on subjects development product of Indonesian language the unit of reading to finding the main idea with a model of cooperative script to “A” fifth grade of Primary School was 56.25% declared valid, on items 4,5,7,8,9,10,11,12, and 14. while 43.75% showed levels of validity is rather valid, on the items 1,2,3,6,13,15, and 16.

The qualitative data collected from the suggestions and comments from Indonesian learning contents experts in an open

statement regarding the learning subect presented in Table 4.3. as follows:

Table 4.3
Summary of Assessment Data and Review Indonesian Subjects by Learning Contents Expert

Position	Suggestions/ Comments
All of The Learning Contents	In general, relatively good. However, the integration between the grain and the method chosen strategy
POS 1, 2, and 3	Learning contents integration with other skill (reading skills with writing skills, reading skills with speaking skills, reading skills with listening skills)
Provision in POS 1 and 2	Presentation of the concept should does not need showed directly. Let the students find their own concepts to be learned
Reading Text	Need additional information on text reading another to get more attention to the students of the teaching contents.

All data from the review, assessment and discussions with Indonesian learning contents expert used as a basis for revising the

components for improving the subjects and learning contents of Indonesian lesson before tested to learners as users the product/book.

b. Validation Result of Design Book Expert

Development product is given to design book experts is a book. The validation results exposed descriptive of design book expert to development product of Indonesian language subject for “A” fifth grade the unit of reading to finding the main idea with the model of cooperative script proposed through questionnaire method with a questionnaire instrument can be seen in Table 4.4.

Table 4.4

Assessment Result by Design Book Expert to The Product of Indonesian Language The Unit Reading to Finding The Main Idea with Model of Cooperative Script.

No.	Statements	X	xi	P (%)	Level of Validity	Explanation
1	Cover design is suitable with the contents.	3	4	75	Rather Valid	No Revision
2	The layout on the front and back book covers are harmonious and having integration.	4	4	100	Valid	No Revision
3	The size of the layout elements on the cover has proportioned (title,	3	4	75	Rather Valid	No Revision

	sub-title, author, and illustrations).					
4	The layout consistent between the cover and contents of book.	3	4	75	Rather Valid	No Revision
5	The layout of cover has a clear rhythm.	3	4	75	Rather Valid	No Revision
6	Having a sufficient contrast.	3	4	75	Rather Valid	No Revision
7	Having a full color and harmonious combination.	4	4	100	Valid	No Revision
8	The font used is suitable with the character of the contents and age level readers.	3	4	75	Rather Valid	No Revision
9	Font size contents are suitable with book size and age level readers.	3	4	75	Rather Valid	No Revision
10	Variation of font no more than 3 types, with the font effect is not excessive and does not use a decorative font is.	2	4	50	Less Valid	Pertial Revision

11	The title is more dominant than the sub title and author name.	3	4	75	Rather Valid	No Revision
12	Making paragraphs (arrangement of text) using the normal measurement is proportional to the composition hierarchy.	2	4	50	Less Valid	Partial Revision
13	The length of the line in a paragraph no more than 74 character.	3	4	75	Rather Valid	No Revision
14	Presentation of the content motivated students to study more.	3	4	75	Rather Valid	No Revision
TOTAL		42	60	75	Rather Valid	No Revision

Explanation:

x : answer scores by the validator, that is Mr. Nurul Yaqien, M.Pd as a design book expert.

x_i : the highest response scores

P : percentage of validity

Table 4.5
Frequency Distribution Rate Validity of Design Book Expert

Level of Validity	F	%
Valid	2	14.2
Rather Valid	10	71.4
Less Valid	2	14.2

Table 4.4. and 4.5., shows data from the validation design book expert on subject development product of Indonesian lesson the unit of reading to finding the main idea with a model of cooperative script for “A” fifth grade of Miftahul Ulum Islamic Primary School was 14.2% declared valid, on items 2 and 7, and 71.4% showed sufficient levels of validity rather valid, on item 1,3,4,5,6,8,9,11,13, and 14. well as 14.2% stated less valid, on items 10 and 12. Seeing the persistence of the 14.2% who said less valid, namely on items 10 and 12, the two items that need to be revised and submitted to the revision of design book experts to re-test its validity. The results of the validity of design book expert after revision presented in Table 4.6.

Table 4.6
Assessment Result by Design Book Expert to The Product of
Indonesian Language The Unit Reading to Finding The Main Idea with
Model of Cooperative Script After Revision

No.	Statements	<i>X</i>	<i>xi</i>	P (%)	Level of Validity	Explanation
1	Cover design is suitable with the contents.	3	4	75	Rather Valid	No Revision
2	The layout on the front and back covers are harmonious and having integration.	4	4	100	Valid	No Revision
3	The size of the layout elements on the cover has proportioned (title, sub-title, author, and illustrations).	3	4	75	Rather Valid	No Revision
4	The layout consistent between the cover and contents of book.	3	4	75	Rather Valid	No Revision
5	The layout of cover has a clear rhythm.	3	4	75	Rather Valid	No Revision
6	Having a sufficient contrast.	3	4	75	Rather Valid	No Revision
7	Having a full color and harmonious combination.	4	4	100	Valid	No Revision
8	The font used is suitable with the character of the	4	4	100	Valid	No Revision

	contents and age level readers.					
9	Font size contents are suitable with book size and age level readers.	4	4	100	Valid	No Revision
10	Variation of font no more than 3 types, with the font effect is not excessive and does not use a decorative font.	4	4	100	Valid	No Revision
11	The title is more dominant than the sub title and author name.	3	4	75	Rather Valid	No Revision
12	Making paragraphs (arrangement of text) using the normal measurement is proportional to the composition hierarchy.	3	4	75	Rather Valid	No Revision
13	The length of the line in a paragraph no more than 74 character.	4	4	100	Valid	No Revision
14	Presentation of the content motivated students to study more.	3	4	75	Rather Valid	No Revision
TOTAL		48	60	86	Valid	No Revision

Explanation:

x : answer scores by the validator, that is Mr. Nurul Yaqien, M.Pd as a design book expert.

x_i : the highest response scores

P : percentage of validity

Table 4.7

Frequency Distribution Rate Validity of Design book Expert After Revision

Level of Validity	F	%
Valid	6	43
Rather Valid	8	57.1

Table 4.6. and 4.7., shows data from the validation of design book expert on subject development product of Indonesian language the unit of reading to finding the main idea with a model of cooperative script for “A” fifth grade of Islamic Primary School was 43% declared valid, on items 2,7,8,9,10 and 13, and 57.1% showed levels of validity is rather valid, on items 1,3,4,5,6,11,12, and 14.

The qualitative data collected from the input, suggestions, and comments of design book experts in open questions regarding the teaching material presented in Table 4.6 as follows:

Table 4.8
Summary of Assessment Data and Review of Design Book Expert

Position	Suggestions/ Comments
Front Cover	Font cover no more than three forms
Opening page and welcome page	After the preface page directly contents page list for the book is not thick and not too many pages that are not needed
Bold Writing	Bold writing only on the title/ chapter/ sub-chapter.
Spacing	The distance between Provision, text reading, and tasks are less consistent
Concept Map	Display map concept changed to make it more easily understood by students
The font size	The font size for the title to be more dominant than author.

All data from the review, assessment and discussions with design book expert used as a basis for revising the components for

improving the subjects and subject learning contents Indonesian before tested to learners as users the product/book.

c. Validation Result of Fifth Grade Indonesian Teacher in Islamic

Primary School

Development product is left to the Indonesian teachers of the fifth grade in Islamic Primary School is a form of text book. Exposure descriptive results of the validation by Indonesian lesson teacher to the development product of learning subject of the unit reading to finding the main idea with a model of cooperative script via questionnaire method with questionnaire instrument can be seen in Table 4.9., 4.10., 4.11.

Table 4.9

Assessment Result by Fifth Grade Indonesian Teacher in Islamic Primary School to The Development product of Learning Subject of Indonesian Language The Unit of Reading to Finding The Main Idea with Model of Cooperative Script

No.	The Assessment Criteria	<i>X</i>	<i>xi</i>	P (%)	Level of Validity	Explanation
1.	Suitability the contents of learning with the standard of competence	4	4	100	Valid	No Revision
2.	Suitability the contents of learning with based competence	4	4	100	Valid	No Revision
3.	Suitability the contents of learning with indicators	3	4	75	Rather Valid	No Revision

4.	Breadth of the learning contents	3	4	75	Rather Valid	No Revision
5.	The depth of the learning contents	4	4	100	Valid	No Revision
6.	The truth of the learning contents	4	4	100	Valid	No Revision
7.	Ease of understanding the learning contents	4	4	100	Valid	No Revision
8.	Ease of understanding the user guide	4	4	100	Valid	No Revision
9.	Ease/ complete understanding the learning contents	3	4	75	Rather Valid	No Revision
10.	Interactivity language used	4	4	100	Valid	No Revision
11.	The concept of reading with a speed of 75 words/minutes	3	4	75	Rather Valid	No Revision
12.	The concept of noted the importance words of reading to read.	3	4	75	Rather Valid	No Revision
13.	The concept of asking questions based on the information read.	3	4	75	Rather Valid	No Revision
14.	The concept of retelling the readable content of reading	3	4	75	Rather Valid	No Revision
15.	The concept of finding the main idea in text	4	4	100	Valid	No Revision
16.	Suitability the task with	4	4	100	Valid	No Revision

	indicators					
17.	Suitability the task with the contents of learning	4	4	100	Valid	No Revision
18.	Ease of understanding the tasks	4	4	100	Valid	No Revision
19.	Clarity of the tasks the wording	4	4	100	Valid	No Revision
20.	Interactivity the tasks	4	4	100	Valid	No Revision
TOTAL		73	80	91.25	Valid	No Revision

Explanation:

x : answer scores by the validator, that is Mr. Suriyanto, S.S as a fifth grade Indonesian language teacher.

x_i : the highest response scores

P : percentage og validity

Table 4.10

Frequency Distribution Rate Validity of Fifth Grade Indonesian Teacher in Islamic Primary School

Level of Validity	F	%
Valid	13	65
Rather Valid	7	35

Table 4.9. and 4.10., shows the results of the data assessment of fifth grade Indonesian teacher in Islamic Primary School to the development product of learning subject Indonesian language in the

unit of reading to finding the main idea with a model of cooperative script for fifth grade in Islamic Primary School was 65% declared valid, on items 1,2,5,6,7,8,10,15,16,17,18,19, and 20, and 35% showed levels of validity is rather valid, on items 3,4,9,11,12,13, and 14.

The qualitative data collected from the suggestions and comments of fifth grade Indonesian teacher in Islamic Primary School in open questions regarding the development product of learning subject presented in Table 4.11 as follows:

Table 4.11
Summary of Assessment Data and Review of Fifth Grade Indonesian Teacher in Islamic Primary School

Position	Suggestions/ Comments
Task 2 in point A	Rather difficult for students to share the important things a text, without giving concrete examples. Better replaced by finding the words difficult to read. And location of task 2 at points A is placed after 2 points B, that is point A to answer questions first and then at points B look for words that are difficult.
Task 3	Before the students ask questions, should be introduced first alternative words that could be used or asked to give one example to facilitate student purpose of the task.
Task 4	The importance of understanding the story is

	based on stage to be quickly retelling. For example, students understand and write the main story in each paragraph and then develop it into a simple story using their own language.
--	---

All data from the review, assessment and discussions from fifth grade Indonesian teacher in Islamic Primary School used as a basis for revising the components for improving the subjects and subject learning contents Indonesian before tested to learners as users the product/book.

4. Revised Results of The Development Product of Learning Subject

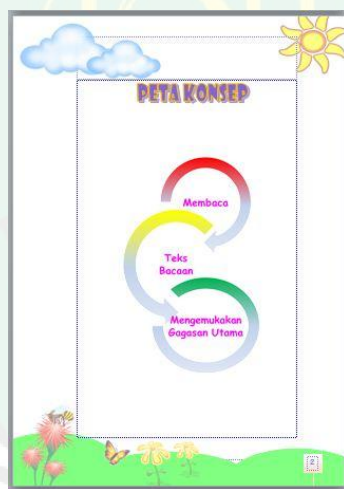
a. Revised The Development Product of Learning Subject by Learning Contents Expert

Revised development of development product of learning subject based on the criticism and suggestions are presented in Table 4.3 as follows:

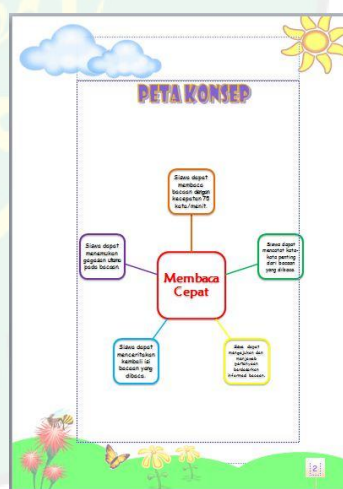
- 1) The learning contents integration with other skill such as reading skills integrated with writing skill/ speaking skill/ listening skill are still less visible in the presentation of the learning contents.
- 2) Integration between the show of learning contents with the selected method is less evident in all tasks that are showed so

that the product of reading to finding the main idea is just on some tasks are integrated with the method chosen is cooperative script.

- 3) Presentation of the concept or the term “pocket” in the textbook are not better served directly so that students can find by themselves when learning to use the textbook.
- 4) Need additional other information on text reading to get more attention to the students of the textbook.
- 5) Presentation of the concept maps to be more interest and more detail.



Picture 4.1 Page of the concept map before revising



Picture 4.2 Page of the concept map after revising

b. Revised Development Product by Design Book Expert

Revised development of development product based on the criticism and suggestions are presented in table 4.8 as follows:

- 1) Font on the front cover just needs to be fixed the font size.
- 2) After the preface page directly contents page list for the book is not thick and not too many pages that are not needed. It does not need to spend a lot of money and most importantly is simple and interesting.
- 3) Back cover does not show page about the author but the book description.
- 4) Bold writing are allowed only on the title/ chapter/ sub-chapter.
- 5) Display map concept changed to make it more easily understood by students.
- 6) Avoiding to making of boxes deemed unnecessary.
- 7) The font size for the title to be more dominant than the author's name..

c. Revised The Development Product of Learning Subject by Fifth Grade Indonesian Teacher in Islamic Primary School

Based on the results of the assessment or response from fifth grade Indonesian teachers in Islamic Primary School (questionnaire responses and assessment as attached in attachments), but there are some indicates that comments from fifth grade Indonesian teachers in Islamic Primary School is positive (already good), but there are some comments to fix the product. So the development product of learning subject needs to be revised in part. The advice given by the experts of learning, namely:

- 1) After the students answer the questions based on text that is read, the next task is to find the difficult words in text.
- 2) Give an example of interrogative question on the task asking and answering questions that students more easily understand the task.
- 3) Before students retell the content of the readings, there should be a command that students have to find the main points or main ideas in each paragraph. So that students can retell the story by using their own language easily.

In accordance with advice and suggestion from Indonesian language teacher as learning expert, as the researchers added a command information and examples on task at each post for improving the development product outcomes.

5. Results of Target Trials

Data validation of the results of tests on product for fifth grade in Islamic Primary School performed on 24 and 26 April 2014. Products development submitted to target trials Indonesian language learning is a textbook. Development product submitted to the target trial consisting of 10 correspondents. Exposure to quantitative data from target trial results are presented in Table 4.10 as follows:

Table 4.12

**Assessment Result of Target Trials to The Product of Indonesian
Language The Unit Reading to Finding The Main Idea with Model of
Cooperative Script**

No	Names of Corespondent	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
1.	Akbar Bagus Cahyo Putro	3	3	2	2	3	2	3	3	3	4
2.	Ahmad Mubarak Fathillah	3	3	3	3	3	3	3	3	3	3
3.	Cyntia Triana Salsabila	4	4	4	4	4	4	4	4	4	4
4.	Habibah Naura Sahda	4	4	3	3	4	4	4	4	4	4
5.	Kristina Maharani	4	4	3	4	4	4	4	4	4	4
6.	Laily Ni'matul Fitriyya	4	4	4	4	4	4	4	4	4	4
7.	Mahendra Daffa	4	3	4	3	4	3	3	3	3	3
8.	Resty Hanzani	4	4	4	3	4	3	4	4	3	4
9.	Salsabila Nur Azizah	3	4	4	4	4	3	4	4	4	4
10.	So'ul Muhajir Septiawan	4	4	4	3	4	3	4	4	4	4
Jumlah		37	37	35	33	38	33	37	37	36	38

No	Statements	$\sum x$	$\sum x_i$	P (%)	Criteria of Validation	Expl.
1.	This Indonesian language textbook can make students easy in learning.	40	37	92,5	Valid	No Revision
2.	Using this Indonesian language textbook can encourage students to learning.	40	37	92,5	Valid	No Revision
3.	Students easily understand the lesson in the Indonesian language textbook..	40	35	87,5	Valid	No Revision

4.	The questions task in this Indonesian language textbook is easy to understand.	40	33	82,5	Valid	No Revision
5.	The font and font size in this Indonesian language textbook encourage students in reading.	40	38	95	Valid	No Revision
6.	The words are used in this Indonesian language textbook is suitable with age level students.	40	33	82,5	Valid	No Revision
7.	Instructional contained in this Indonesian language textbook easily understood.	40	37	92,5	Valid	No Revision
8.	The language used in this Indonesian language textbook easy to understand.	40	37	92,5	Valid	No Revision
9.	The tasks are easy to understand.	40	36	90	Valid	No Revision
10.	This Indonesian language textbook help to understand the unit of reading to finding the main idea..	40	38	95	Valid	No Revision

Explanatio3n:

$\sum x$: sum total score of answer evaluators (real value).

$\sum x_i$: sum total highest answer score (expected value).

P : percentage of validity.

Table 4.13
Frequency Distribution Rate Validity of Target Trials

Level of Validity	F	%
Valid	10	100

Table 4.12. and 4.13., showed data of target trials assessment result to the development product of learning subject Indonesian language in the unit of reading to finding the main idea with a model of cooperative script for “A” fifth grade in Miftahul Ulum Islamic Primary School of Batu was 100% declared valid, on item 1 until 10.

Qualitative data collected from the suggestions and comments from target trials in open statements with respect to the products have been tested/ tried are as follows:

- a. This book encourages students to learn.
- b. Display this book interesting and make the students the spirit of the learning process.
- c. The book is very easy for students to learn the unit o reading to finding the main idea.
- d. The tasks in this textbook are very easy to do by students.

6. Form Description of Indonesian Language Product The Unit of Reading to Finding The Main Idea with Model of Cooperative Script

Description of the development products of Indonesian language lesson the unit reading to finding the main idea presented characteristics of the development product. Assessments of the development product in term of two aspects, namely the content of the products and design aspects of the product.

Aspects of the product content consist of 3 parts, namely the opening, part of the contents, and the closing.

a. Part of Opening

The development product with the unit “reading to finding the main idea” consist of five indicators, namelt: 1) Reading with a speed 75 words/minute; 2) Take note of the important words from the text that is read; 3) Asking and answering questions based on the information text; 4) Retelling the text content were read; 5) Finding the main idea in the text. In the opening section of this development product, using imaginative language students are encouraged imagination while studying Indonesian language subect. Students as if they are traveling or exploration by posts.

The results of the development of development product is as follows:

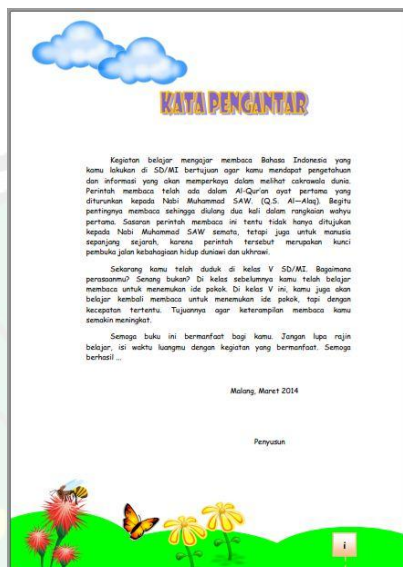
1) Front Cover



Picture 4.3 Front Cover

The front cover, designed with images, colors, and interesting writing and simple and tailored to the theme of the book is the exploration of the past the posts to learn and work together. Front cover consists of the name of the author (Suci Nurul Hidayah), the name of the textbook developed (Indonesian language lesson), the title of the book in accordance with the lesson to be developed (Speed Reading For Finding Main Idea), used for the fifth grade students of Elementary School.

2) Preface



Picture 4.4 Preface

The preface contains the explanation briefly before using Indonesian textbook the unit reading to finding the main idea.

3) List of Contents

Kata Pengantar	i
Daftar Isi	ii
Petunjuk Penggunaan Buku	iii
SK, KD, dan Indikator Pembelajaran	1
Peta Konsep	2
Pis Pembangkitan	3
Pis 1	4
Pis 2	8
Pis 3	12
Fiasko	16
Halaman Peninggal	17
Daftar Pustaka	18
Tentang Penulis	19

Picture 4.5 List of Contents

List of Contents consist of the contents of the book by showing the pages easier for students to find a book that will be read and studied.

4) Instructions for Using The Book



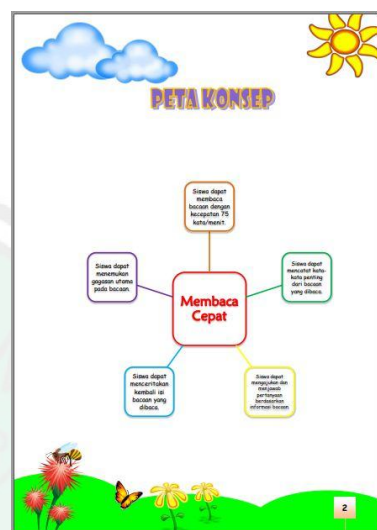
Picture 4.6 Instructions for Using The Book

Instructional for using the book consist of the instructionals of the book contents on each page like the name of post, supply, task, and indicators.

5) Learning Objectives



Picture 4.7 Competence Standar, Basic Standar, and Indicator



Picture 4.8 Concept Map

Learning objectives consist of the standard of competence, basic competence, and indicators, as well as concept maps of unit speed reading.

b. Part of Contents

In the part of content consist of the unit speed reading to finding the main idea with model of cooperative script. For each name the chapter given name “POST” to help students imagine that they are not only studying but studying and exploring, so students will be excited to study speed reading to finding the main idea because it is made wso fun. In the part of contents there are three chapter that is departure post, post 1, post 2, post 3, and labyrinth to complete exploration.

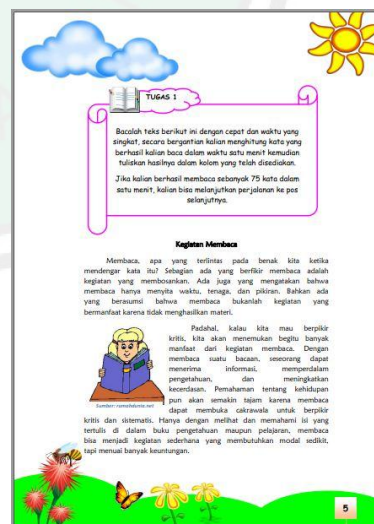
1) Welcome Post

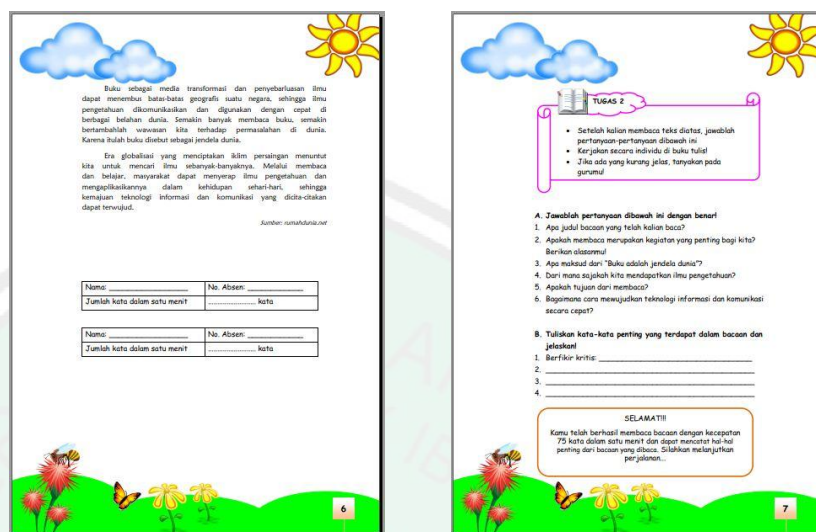


Picture 4.9 Welcome Post

In this departure post contains instructions to the students to find a partner or form a group of 2 persons to conduct joint exploration.

2) Post 1





Picture 4.10 Post 1

In this post 1 contains provisions relating to speed reading speed reading text with 75 words/ minute, and then there is the task 1 and task 2. Task 1 consist of the tasks that the students have to read the text in post 1 quickly turns to his partner and then calculate words successfully read for 1 minute. In this first assignment, teachers who use this textbook should inquire into some of the students who have not managed to read 75 words in 1 minute. In task 2 students were asked to answer questions related to the readings that have been read then write important words contained in the individual readings. Furthermore, there are indicators of the achievement of student learning outcomes.

3) Post 2

POS 2

Selamat Datang di POS 2
Agar bisa melewati pos 2, kalian harus bisa menyelesaikan tugas berikut ini!

Bacalah teks berikut ini kemudian kerjakan tugas 3!

Mengunjungi Pasar Malam

Dimas tidak akan pernah melupakan liburannya akhir tahun lalu bersama keluarga. Waktu itu, ia berlibur ke desa kakeknya.

Pada suatu sore, Dimas, Wita, Pak Bani, Bu Bani, Kakek, dan Nenek pergi berliburan. Mereka berjalan-jalan ke Pasar Malam di alun-alun.

"Ketika masih kecil, Ayah sering mengajak ke Pasar Malam oleh Kakek-Nenekmu. Pasar malam itu menjadi sarana hiburan yang murah dan meriah," kata Pak Bani sebelum memasuki arena Pasar Malam.

Mereka telah sampai di depan pintu gerbang arena Pasar Malam. Dimas berdiri paling depan. Ia memanjat papan yang di atas pintu masuk. Papan itu papan pengumuman.

"Bagaimana cara masuk arenanya, Yah?" tanya Dimas.

"Berapa harga karcinya, Yah?" tanya Wita pula.

"Coba kamu baca dulu pengumuman itu. Kamu nanti pasti tahu!" jawab Ayah.

Dimas membaca pengumuman yang dipajang kepada pengunjung Pasar Malam.

Setelah membeli karcinya, mereka pun masuk. Di dalam, orang-orang sudah penuh sesak. Tampaknya, seluruh warga desa ada di sana.

"Mengapa ada tata tembok, Yah?" tanya Dimas.

"Ya, agar pengunjung teratur, tertib, dan tidak berdesak-desakan. Pengunjung akan merasa aman dan nyaman menikmati pasar malam," jelas Ayah lebih lanjut.

"Bagaimana jika ada yang melonggok?"

"Pelanggannya akan berurusan dengan petugas keamanan atau pihak berwajib," jawab Ayah.

"Kapan pasar malam ini mulai dibuka, Bu?" tanya Wita.

"Mulai dibuka hari minggu, 27 Juni. Berakhirlah hari Minggu, 11 Juli," jawab Bu.

Di pasar malam, ada berbagai permainan seru – seru, seperti komedi putar, kereta gantung, kereta potar, dan sebagainya. Ada juga hiburan pentas musik yang diiringi tawak.

Dimas dan Wita naik komedi putar. Keduanya senang sekali. Bahkan, Dimas sempat berkhayal, ia menyayangkan dirinya sebagai seorang senia penunggang kuda yang gagah berani.

Hampir tiga jam mereka mengunjungi pasar malam. Dimas dan Wita sangat senang. Mereka pulang naik angkutan umum bersama-sama warga desa.

Tahukah Kamu?
Pasar malam di Indonesia pertama kali diorganisir di Betawi yang dikenal dengan nama Pasar Malam Gembira.

TUGAS 3

- Kalian pasti telah mengenal kata-kata tanya seperti: Apa, Kapan, Dimana, Mengapa, Siapa, dan Bagaimana.
- Setelah kalian membaca teks diatas, buatlah pertanyaan dengan kata tanya tersebut dan jawablah sesuai dengan bacaan!
- Kerjakan dengan pasangannya!
- Jika ada yang kurang jelas, tanyakan pada gurumu!

Pertanyaan:

- _____
- _____
- _____
- _____
- _____

TUGAS 4

- Setelah kalian dapat menyelesaikan tugas 3, carilah pokok-pokok bacaan tersebut kemudian ceritakan kembali isi bacaan tersebut secara singkat dengan bahasamu sendiri!
- Kerjakan secara individu di buku kalian!
- Jika ada yang kurang jelas, tanyakan pada gurumu!

SELAMAT!!!
Kamu telah berhasil mengerjakan dan menjawab pertanyaan berdasarkan informasi yang telah kamu baca dan berhasil menceritakan kembali isi bacaan yang kamu baca. Silakan melanjutkan perjalanan...

Picture 4.11 Post 2

In this post 2 there is no provision like in post 1, but there is a story that should be read by students and task 3, and task 4. In the task 3 students read a story then make questions and answer related to the story that have been read with their partner. Teacher who use the textbook asks students to ask questions they have made alternately. Then in the task 4

students have to find the main idea in each paragraph to retell by their own language simply. Furthermore, in the end post there are indicators of students achievement.

4) Post 3

POS 3

Selamat Datang di POS 3

Agar bisa melewati post 3, kalian harus membaca baik dibawah ini

REKAL POS 3

Ide Pokok

Gagasan utama adalah gagasan yang menjadi dasar (ide) pengembangan sebuah paragraf. Dengan demikian maka gagasan utama sebuah paragraf merupakan rangkuman seluruh isi kalimat dalam paragraf tersebut. Sedangkan gagasan penjelas adalah kalimat tambahan yang dirangsangkan dengan gagasan utama sehingga paragraf tersebut mudah dipahami dan pada gagasan penjelas pada umumnya terdiri dari beberapa kalimat yang saling berkaitan.

Cara menemukan ide pokok suatu paragraf:

- Membaca dari keseluruhan teks.
- Memahami isi bacaan teks bacaan tersebut
- Menemukan ide pokok bacaan

Kain Batik

Kain batik merupakan karya seni Nusantara yang dihasilkan dari kebudayaan daerah, khususnya di Jawa Tengah dan Bali. Kota seperti Cirebon, Yogyakarta, Solo, Pekalongan, Ponorogo dan Madura terkenal sebagai daerah penghasil batik. Walaupun teknik yang diterapkan sama, namun kain batik dari beberapa daerah memiliki corak dan motif yang khas.

Kain batik dibuat dari mori. Menurut mutunya, mori yang biasa dibuat menjadi kain batik dapat dibedakan menjadi tiga macam, yaitu primissima, prima, dan binu. Primissima adalah mori yang paling baik, halus, dan harganya mahal. Mori primissima biasa dibuat kain halus yang diukir tangan, dan menjadi kain bermutu tinggi. Prima adalah kain mori yang bermutu sedang, yang biasa juga dibuat kain batik tulis. Binu adalah kain mori yang mutunya kurang bagus, luh, dan tenunnya agak jarang. Mori ini tidak bisa digunakan untuk membuat batik tulis, karena luh untuk membuat akan merembes ke bawah. Mori binu bisa digunakan untuk membuat batik cap yang harganya agak murah.

Untuk memperoleh kain batik yang bagus, diperlukan proses yang panjang. Penanaman motif/motif batik diperoleh dengan cara memukul. Di samping itu, juga dengan menampi bagian-bagian tertentu dengan lilin atau malam. Malam dibuat dari bahan-bahan, seperti gondorukem, damar, lemak sapi, malam lopo, dan malam kate. Malam dapat dibeli di toko bumbu batik. Pewarna untuk membuat batik tradisional terdiri atas wangi dan soda. Wedel adalah pewarna biru yang diolah dari bahan-bahan nila, tem, dan gamping. Soda adalah pewarna coklat atau ungu matang yang diolah dari bahan-bahan kayu paku atau kulit kayu, soda, kayu tingi, kayu tegrat dan bunga tomba.

Tahukah Kamu?

Sejarah perkembangan di Indonesia berkaitan dengan perkembangan kerajinan Mayapahit. Dalam beberapa catatan, pengembangan batik banyak dilakukan pada masa-masa keraton. Motornan, kemudian pada masa kerajinan Solo dan Yogyakarta.

TUGAS 5

- Setelah kalian membaca teks diatas dengan cepat, temukan ide pokok pada tiap paragraf!
- Kerjakan bersama pasangannya!
- Jika ada yang kurang jelas, tanyakan pada gurunya!

8. Tulis Ide Pokok Bacaan Distas Pada Kalem Isal

Paragraf 1

Paragraf 2

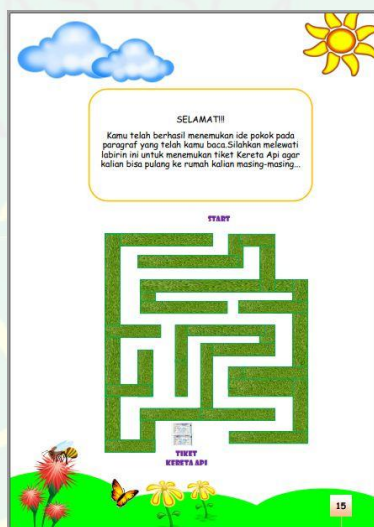
Paragraf 3

Picture 4.12 Post 3

In this post there are three provisions relating to the definition and how to find the main idea. Then there are text and task 5. On the task 5 students are asked to find the main idea in the text of post 3 with his partner and then write it

down. Teachers who use this textbook refer some students to present the main ideas they had found with his partner. And as in the posts before at the end of the post there are indicators of the achievement of student learning.

5) Labyrinth



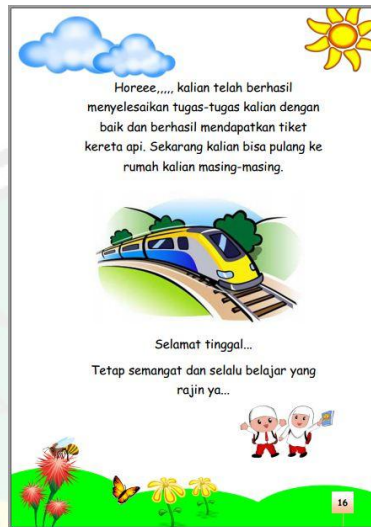
Picture 4.13 Labyrinth

This labyrinth is the last page of intermezzo for students to complete exploration to find a train ticket and go home to their home.

c. Part of Closing

In this closing part consists of closing page, references, about the author, and the back cover.

1) Closing Page



Picture 4.14 Closing Page

Cover page consists of the words that the student has completed the exploration well. After the student successfully passes labyrinth and find a train ticket, students can return to their homes. In the end of view given a motivation for students to keep the spirit and always study.

2) References



Picture 4.15 References

References is a list of books or books or other sources used by the author as a source of lessons writing of reading to finding the main idea.

3) About The Author



Picture 4.16 About The Author

About this author consist of the developer book's education history that is development of Indonesian language lesson the unit of reading to finding the main idea with a model of cooperative script.

4) Back Cover



Picture 4.17 Back Cover

Back cover consist of the description of a glimpse of the product to easy the user that this product are made as students are conducting exploration that is exciting and fun.

B. The Feasibility of Application Test of The Development Product

Application test was done to get the evaluation result towards the development product. Data validation of the application results of development product for fifth grade in Islamic Primary School performed on 1 and 3 May 2014. Products development submitted to target trials Indonesian language learning is a textbook. Development product submitted to the target trial consisting of 27 correspondents. Exposure to quantitative data from target trial results are presented in Table 4.14 as follows:

Table 4.14

**Assessment Result of Application Test to The Development Product of
Indonesian Language The Unit Reading to Finding The Main Idea with
Model of Cooperative Script**

No	Nama Koresponden	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
1.	Akbar Bagus Cahyo Putro	3	3	2	2	4	2	3	3	3	4
2.	Ahmad Mubarak Fathillah	3	3	3	3	3	3	3	3	3	3
3.	Cyntia Triana Salsabila	4	4	4	4	4	4	4	4	4	4
4.	Habibah Naura Sahda	4	4	3	3	3	4	4	4	4	4
5.	Kristina Maharani	4	4	3	4	4	4	4	4	4	4
6.	Laily Ni'matul Fitriyya	4	4	4	4	3	4	4	4	4	4
7.	Mahendra Daffa	4	3	4	3	4	3	3	3	3	3
8.	Resty Hanzani	4	4	4	3	3	3	4	4	3	4
9.	Salsabila Nur Azizah	3	4	4	4	4	3	4	4	4	4
10.	So'ul Muhajir Septiawan	4	4	4	3	4	3	4	4	4	4
11.	Zidnia Tanida	3	3	4	3	4	3	4	4	3	4
12.	M. Misbachul Munir	4	3	4	3	4	4	4	4	3	4
13.	Bismo Agus Tri Ahmad B	3	3	4	4	3	3	3	3	4	4
14.	Much. Gus Cahyo P	4	3	3	3	4	4	3	3	3	4
15.	Muh. Alfash M	3	3	3	3	4	3	4	4	3	4
16.	Muhammad Alief Rahman	4	3	4	4	4	3	4	4	4	4
17.	Nur Anisa Maghfiroh	3	3	3	3	4	2	4	4	4	4
18.	Putri Athar	4	4	4	4	4	4	4	4	4	4
19.	Putri Nur Yasmin	4	4	4	4	4	4	4	4	4	4
20.	Rakha Naufal Farrel	4	3	4	3	4	3	4	4	4	4
21.	Sarah	4	4	4	4	4	4	3	4	4	4
22.	Visi Miranda Septian M	4	3	4	4	4	4	4	3	4	4
23.	Zhafirah Yufi Alfiyanti	4	4	2	4	4	4	4	4	4	4
24.	Ahmad Malik Al Kautsar	3	3	2	3	4	3	3	4	3	4
25.	Nadya Anggi Pratiwi	4	4	4	4	4	4	4	4	4	4

26.	Nihla Mar'atussholihah	3	3	4	4	4	4	4	4	4	4
27.	Reyhan Hadani Setiawan	3	3	4	3	4	4	3	4	4	3
Jumlah		98	93	96	93	103	93	100	102	99	105

No	Statements	$\sum x$	$\sum x_i$	P (%)	Criteria of Validation	Expl.
1.	The learning contents of Indonesian language textbook easy to understand.	108	98	90,7	Valid	No Revision
2.	The texts in Indonesian language textbook easy to understand.	108	93	86,1	Valid	No Revision
3.	The unit of reading with speed 75 words/minute is easy.	108	96	88,9	Valid	No Revision
4.	The unit of note the important words is easy.	108	93	86,1	Valid	No Revision
5.	The unit of asking and answering question is easy.	108	103	95,3	Valid	No Revision
6.	The unit of retelling the text is easy.	108	93	86,1	Valid	No Revision
7.	The unit of find the main idea is easy.	108	100	92,6	Valid	No Revision
8.	The tasks in Indonesian language textbook is easy to do by students.	108	102	94,4	Valid	No Revision
9.	The command in Indonesian language textbook is easy to	108	99	91,7	Valid	No Revision

	undertand.					
10.	This Indonesian language textbook help to understand the unit of speed reading to finding the main idea.	108	105	97,2	Valid	No Revision

Explanation:

$\sum x$: sum total score of answer evaluators (real value).

$\sum x_i$: sum total highest answer score (expected value).

P : percentage of validity.

Table 4.15

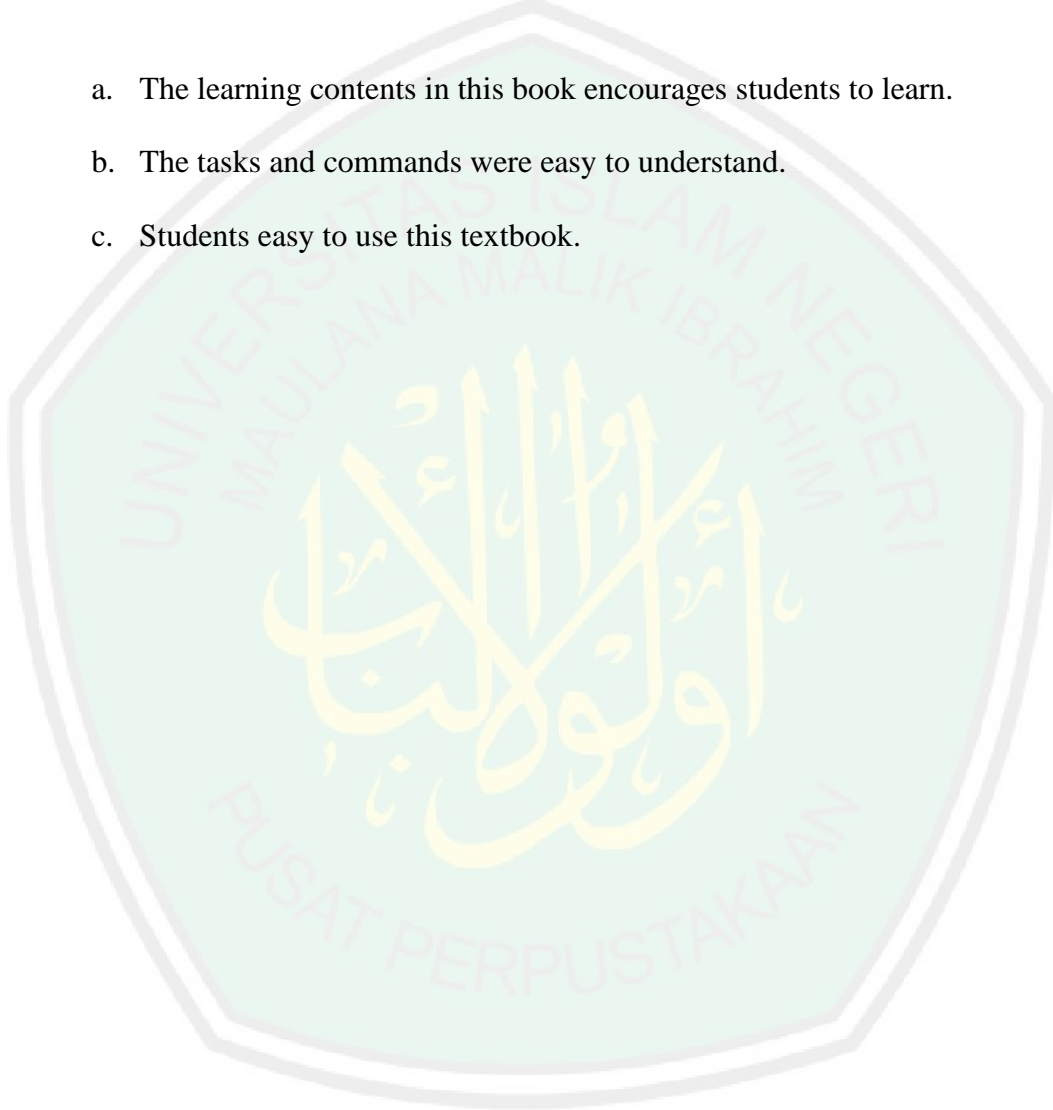
Frequency Distribution Rate Validity of Application Test

Level of Validity	F	%
Valid	10	100

Table 4.14. and 4.15., showed data of application test assessment result to the development product of learning subject Indonesian language in the unit of reading to finding the main idea with a model of cooperative script for “A” fifth grade in Miftahul Ulum Islamic rimary School of Batu was 100% declared valid, on item 1 until 10.

Qualitative data collected from the suggestions and comments from application test in open statements with respect to the products have been tested/ tried are as follows:

- a. The learning contents in this book encourages students to learn.
- b. The tasks and commands were easy to understand.
- c. Students easy to use this textbook.



CHAPTER V

DISCUSSION

This chapter present discussion of a) analysis of development product the unit of read to find the main idea with a model of cooperative scripts for fifth grade students in Islamic Primary School.

A. Analysis of Development product

The development product of Indonesian language the unit of reading to finding the main idea with a model of cooperative script for fifth grade of Islamic Primary School is based on the fact that the unavailability of the lesson of Indonesian language which have criteria that can make students interested in learning of the unit of reading, especially when finding the main idea. The results of this development is intended to meet the availability of the lesson product that can enhance students' motivation to learn the Indonesian language lessons more enjoyable.

Procedure of this lesson development product is achieved through several steps, that are: 1) the first situation step; 2) the step of lesson development product design; 3) step of lesson product writing; 4) step of lesson product research.

Lesson development product has to be improved gradually through review, assessment and testing by matter expert of Indonesian language lesson, teaching media expert, fifth grade Indonesian lesson teacher in Miftahul Ulum Islamic Primary School of Batu as an alternative of lesson development product users. Aspects are revealed to make revisions include the completeness and feasibility of the components, and the accuracy of the lesson product content. The results of the review and testing into the development product for perfection development product lesson to be tested.

The development results of the product lesson is a textbook to guide students in learning Indonesian language lesson the unit reading to finding the main idea with a model of cooperative script. The product lesson development of Indonesian language for fifth grade in Islamic Primary School can be seen characteristic of the development product and learning is to use the model of cooperative script and there are some posts as if the student is doing with his exploration.

Read to find the main idea is one of the activities to develop reading skills. Reading at the elementary school level to support aspects of language and improve reading skills. Through rapid reading teachers can train students to absorb information quickly.

In connection with the problems faced by the unavailability of product lesson of Indonesian language subjects who developed the model

of cooperative script, the result of the lesson book development of can be used as an alternative, in addition to the product lesson development that have been used in the study is already underway.

The product lesson development of Indonesian lesson with a model of cooperative script has some differences compared with item product lesson of Indonesian language. These differences include::

1. This development product designed according to the characteristics of the students user and can be used in groups.
2. This development product along with instructions for using the book making it easier for users of this book or the student to use.
3. This development product requires students to use their imagination as if they were to launch an exploration with their passing checkpoints exploration. This can be seen from the content of the content of the development product.

The shortage of the development product of Indonesian language with model of cooperative script for fifth grade students in Miftahul Ulum Islamic Primary School of Batu is as follows:

1. Limited to one content unit that is only the unit of speed reading to find the main idea.
2. Limited to one basic competence that students are able to find the main idea of a text to be read at a speed of 75 words/minute.

The development product of Indonesian lesson the unit of reading to finding the main idea for fifth grade in Islamic Primary School has been validates by matter expert, teaching media expert, Indonesian lesson of fifth grade teacher, and used in target trials.

The validation result of some subject validator converted to a percentage scale based on the provision of basic level of validity as well as the decision to revise the qualifying criteria of product development used following assessment.

Table 5.1
Qualification levels of Eligibility Based on Percentage

Percentage (%)	Level of Validity	Explanation
80-100	Valid	No Revision
60-79	Rather Valid	No Revision
40-59	Less Valid	Partial Revision
0-39	Invalid	All Revision

1. Validation Analysis Data by Matter Expert

Based on the defined scale convection in the product assessment questionnaire, are as follows:

- a. Score 1 for no obvious, inappropriate, irrelevant, not systematic, not motivated, and do not measuer ability.

- b. Score 2 for the less obvious, less appropriate, less relevant, less systematic, less motivated, and less measuring capability.
- c. Score 3 for rather obvious, rather appropriate, rather relevant, rather systematic, rather systematic, rather motivated, and rather measuring capability.
- d. Score 4 for a very obvious, very appropriate, very relevant, very systematic, very motivated, and very measuring capability.

Expose the data validation result from Indonesian lesson matter expert of fifth grade in Islamic Primary School in the unit of reading to finding the main idea with model of cooperative script based on Table 4.1., are as follows:

- a. Suitability of the content presented with basic competence.
- b. Suitability of the content presented with based competence.
- c. Suitability of the content presented with indicators.
- d. Presentation the content using easily understood language is very suitable.
- e. Interactivity language used for the fifth grade students in Islamic Primary School is very suitable.
- f. The reading concept is rather suitable.

- g. The reading concept with a speed of 75 words/ minute is very suitable.
- h. The concept of note the important words from the text that is read is very suitable.
- i. The concept of asking and answering questions based on the information that is read is very suitable.
- j. The concept of retelling the story is very suitable.
- k. The concept of finding the main idea in the text is very suitable.
- l. Suitability the task with indicators is very suitable.
- m. Suitability the task with the contents presented is rather suitable.
- n. Presentation the contents through the development product of Indonesian lesson can motivate students to learn more is very suitable.
- o. The language used ethical, aesthetic, communicative, functional is rather suitable with target reader.
- p. The language (spelling, punctuation, vocabulary, sentences, and paragraph) is rather suitable with the rules and terms used raw.

From the questionnaire responses were filled out by one lecturer S3 (Doctor) of Indonesian department as a matter expert,

calculated the percentage level of validity of the development product as follows:

$$p = \frac{\sum x}{\sum xi} \times 100\%$$

$$p = \frac{57}{64} \times 100\%$$

$$= 89\%$$

Based on the results above, the obtained results the percentage was 89%. In according with the scale conversion table, percentage achievement was 89% rate on valid qualified so the development product not should be revised. This suggests that the development product of reading to finding the main idea with model of cooperative script for fifth grade in Islamic Primary School is good and deserves to be used by the matter expert.

2. Validation Analysis Data by Teaching Media Expert

Based on the conversion scale specified in product assessment questionnaire, are as follows:

- a. Score 1 for very disagree.
- b. Score 2 for disagree.
- c. Score 3 for agree.
- d. Score 4 for very agree.

Exposure data of validation result by teaching media expert to the development product of reading to finding the main idea with a model of cooperative script for fifth grade in Islamic Primary School based on Table 4.4., are as follows:

- a. The design book covers rather suitable with the learning contents.
- b. The layout of the front and back book covers is very suitable and has a unity.
- c. The size of the layout elements on the book cover is rather suitable with proportional size.
- d. The layout is consistence with the cover and the contents of the book is rather suitable.
- e. The layout of the book cover has a rhythm that is rather clear.
- f. Having a rather suitable kontras.
- g. Having a full color and a very harmonious combination.
- h. The font used is rather suitable with the character of the learning contents and the age of the reader.
- i. The font size book is rather suitable with book format/size and the age of the reader.

- j. Variation of letter/alphabet no more than three kinds of alphabet the alphabet are not exaggerated effects and use ornamental alphabet are less suitable.
- k. The title is more dominant than the sub title and author name is rather suitable.
- l. Making a paragraph using the normal measurement with hierarchical arrangement in accordance with the proportional composition is less suitable.
- m. The length of the line in a paragraph is rather suitable that no more than 74 character.
- n. Presentation the learning contents is rather foster curiosity of students to learn more the contents.

From the questionnaire responses were filled out by the lecturer of Education Elementary School Teacher (primary education) as a teaching media expert, the percentage rate can be calculated validity of the development product as follows:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$P = \frac{42}{60} \times 100\%$$

$$= 75\%$$

Based on the results above, the obtained results of the percentage was 75%. In accordance with the scale conversion table, the percentage of 75% in the qualified rather valid and good so that the development product do not need to revised. But if the development product of reading to finding the main idea with model of cooperative script for fifth grade in Islamic Primary School can be used better, the developer revised in part of the product. Exposure data of validation results by teaching media expert to the development product of reading to finding the main idea with model of cooperative script for fifth grade in Islamic Primary School who has been revised based on Table 4.6., are as follows:

- a. The design book covers rather suitable with the learning contents.
- b. The layout of the front and back book covers is very suitable and has a unity.
- c. The size of the layout elements on the book cover is rather suitable with proportional size.
- d. The layout is consistence with the cover and the contents of the book is rather suitable.
- e. The layout of the book cover has a rhythm that is rather clear.
- f. Having a rather clear kontras.
- g. Having a full color and a very harmonious combination.

- h. The font used is very suitable with the character of the learning contents and the age of the reader.
- i. The font size book is very suitable with book format/size and the age of the reader.
- j. Variation of letter/ alphabet no more than three kinds of alphabet the alphabet are not exaggerated effects and use ornamental alphabet are very suitable.
- k. The title is more dominant than the sub title and author name is rather suitable.
- l. Making a paragraph using the normal measurement with hierarchical arrangement in accordance with the proportional composition are rather suitable.
- m. The length of the line in a paragraph is very suitable that no more than 74 character.
- n. Presentation the learning contents is rather foster curiosity of students to learn more the contents.

From the questionnaire responses were filled out by the lecturer of Education Elementary School Teacher (primary education) as a teaching media expert, the percentage rate can be calculated the validity of the development product as follows:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$P = \frac{48}{60} \times 100\%$$

$$= 85,7\%$$

Based on the results above, the obtained results percentage was 85,7%. In according with the scale conversion table, the percentage rate of 85,7% at the qualified valid and good so the development product do not need to be revised. This suggests that the development product of reading to finding the main idea with model of cooperative script for fifth grade in Islamic Primary School has been good and deserves to be used by teaching media expert.

3. Validation Analysis Data by Indonesian Lesson for Fifth Grade Teacher in Islamic Primary School

Based on the conversion scale specified in product assessment questionnaire, are as follows:

- a. Score 1 for no obvious, inappropriate, irrelevant, not systematic, not motivated, and do not measure ability.
- b. Score 2 for the less obvious, less appropriate, less relevant, less systematic, less motivated, and less measuring capability.
- c. Score 3 for rather obvious, rather appropriate, rather relevant, rather systematic, rather systematic, rather motivated, and rather measuring capability.

- d. Score 4 for a very obvious, very appropriate, very relevant, very systematic, very motivated, and very measuring capability.

Exposure data of validation result by Indonesian lesson of fifth grade teacher in Islamic Primary School to the development product of reading to finding the main idea with a model of cooperative script for fifth grade in Islamic Primary School based on Table 4.9., are as follows:

- a. Suitability of the content presented with basic competence. Is very suitable
- b. Suitability of the content presented with based competence is very suitable.
- c. Suitability of the content presented with indicators is rather suitable.
- d. The scope of the learning contents with the users that is fifth grade students is rather suitable.
- e. The depth of the learning contents is very suitable with users of the development product that is fifth grade students of elementary school.
- f. The learning contents have the truth and s very suitable with indicators.

- g. The learning contents are very easily understood by fifth grade students of elementary school.
- h. Instructions for use the development product are very easily understood by fifth grade students of primary school.
- i. The development product is enough to help students to understand the learning contents of reading to finding the main idea with a model of cooperative script.
- j. The development product using highly interactive language.
- k. The reading concept with a speed of 75 words/ minute is rather suitable.
- l. The concept of note the important words from the text that is read is rather suitable.
- m. The concept of asking and answering questions based on the information that is read is rather suitable.
- n. The concept of retelling the story is rather suitable.
- o. The concept of finding the main idea in the text is very suitable.
- p. Suitability the task with indicators is very suitable.
- q. The task in the textbook is very suitable with the learning contents presented.

- r. The tasks are very easily understood by fifth grade in elementary school.
- s. Words structure in the tasks are very clear.
- t. The tasks have high interactivity.

From the questionnaire responses were filled out by the Indonesian lesson fifth grade teacher of Miftahul Ulum Primary School as an Indonesian lesson teaching expert, the percentage rate can be calculated the validity of the development product as follows:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$P = \frac{73}{80} \times 100\%$$

$$= 91,25\%$$

Based on the results above, the obtained results percentage was 91,25%. In according with the scale conversion table, the percentage rate of 91,25% at the qualified valid and good so the development product do not need to be revised. This suggests that the development product of reading to finding the main idea with model of cooperative script for fifth grade in Islamic Primary School has been good and deserves to be used by Indonesian lesson fifth grade teacher of Elementary School.

4. Validation Analysis Data of Target Trials

Table 4.12 shows the results of the validation testing of the development product of reading to finding the main idea in the target trials to the development product of reading to finding the main idea with a model of cooperative script for fifth grade in Miftahul Ulum Islamic Primary School of Batu scored good with the percentage was 89% of the defined criteria. The results of the target trials assessment of each component as analyzed quantitatively for target trials can be interpreted as follows:

- a. Ease of learning by using Indonesian book obtained with a percentage of 92,5%. This suggests that the development product can be easily to students in learning.
- b. The use of the development product of Indonesian lesson can encourage and induce a sense of curiosity in learning to get an assessment with a percentage of 92,5%. This suggests that the use of the development product of Indonesian lesson can encourage student in learning.
- c. The development product of Indonesian lesson make easier for students to understand the learning contents get an assessment with a percentage of 87,5%. This suggests that the development product of Indonesian lesson can easily students in understanding lesson contents.

- d. The tasks in the development product of Indonesian lesson easy, get an assessment with a percentage of 82,5%. This suggests that the tasks in the development product of Indonesian lesson is suitable to the learning contents and can be used as it has a level of effectiveness and attractiveness is high in learning.
- e. The font and font size contained in the development product of Indonesian lesson easy to read get an assessment with a percentage of 95%. This indicates that the font type and font size contained in the development product of Indonesian lesson can easily students in reading.
- f. The words used in the book get the ratings percentage of 82,5%. This suggests that the words are used in accordance with the character of the students.
- g. Instructions contained in the development product of Indonesian lesson get an assessment with a percentage of 92,5% said very easy to understand instructions for use. This suggests that the instructions contained in the Indonesian textbook easy to understand.
- h. The language used in the development product of Indonesian lesson get an assessment with a percentage of 92,5%. This suggests that the language used is suitable to the characteristics of the students.

- i. The tasks in the development product get an assessment with a percentage of 90%. This suggests that the tasks in the development product easily understood by students.
- j. This development product helps students to understand the learning contents on reading to finding the main idea get an assessment with a percentage of 95%. This suggests that the development product help students to understand the learning contents on reading to finding the main idea.

Based on the table 4.12., questionnaire responses were filled out by 10 test subject that is fifth grade students of Miftahul Ulum Islamic Primary School, can be calculated as a percentage of the over all validity of the development product as follows:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$P = \frac{356}{400} \times 100\%$$

$$= 89\%$$

Based on the results above, the obtained results percentage was 89%. In according with the scale conversion table, the percentage rate of 89% at the qualified valid and good so the development product do not need to be revised. This suggests that the development product of reading to finding the main idea with a model of cooperative script for fifth grade in Islamic Primary

School has been good and deserves to be used to teaching and learning process.

Based on the results of all validation, both of validation matter experts, teaching media expert, Indonesian lesson fifth grade teachers, and the results of target trials of the development product for fifth grade in elementary school the unit of read to find the main idea with a model of cooperative script shows good or valid. So in general the development product has met the eligibility and do not need to be revised or improvements. However, suggestions and comments delivered by open-ended questions in the questionnaire validator, trying his best manifested by the development of a product that generated are better.

5. Validation Analysis Data of The Feasibility of Application Test

Table 4.14 shows the results of the validation testing of the development product of reading to finding the main idea in the application test to the development product of reading to finding the main idea with a model of cooperative script for fifth grade in Miftahul Ulum Islamic Primary School of Batu scored good with the percentage was 90,7% of the defined criteria. The results of the application test assessment of each component as analyzed quantitatively for target trials can be interpreted as follows:

- a. The learning contents of Indonesian language textbook easy to understand book obtained with a percentage of 90,7%. This suggests that the development product can be easily to students in learning contents.
- b. The texts in Indonesian language textbook easy to understand obtained with a percentage of 86,1%. This suggests that the texts in text book is not difficult to fifth grade.
- c. The unit of reading with speed 75 words/ minute is easy obtained with a percentage of 88.9%. This suggests that the unit of reading with speed 75 words/minute easily students.
- d. The unit of note the important words is easy, get an assessment with a percentage of 86,1%. This suggests that the unit of note the important words easily students.
- e. The unit of asking and answering question is easy, get an assessment with a percentage of 95,3%. This indicates that the unit of asking and answering question is easily students.
- f. The unit of retelling the text is easy, get the ratings percentage of 86,1%. This suggests that the unit of retelling the text is easily students.
- g. The unit of find the main idea is easy obtained with a percentage of 92,6%. This suggests that the unit of retelling the text is easily students.

- h. The tasks in Indonesian language textbook is easy to do by students get an assessment with a percentage of 94,4%. This suggests that the tasks are easy to students.
- i. The command in Indonesian language textbook is easy to understand get an assessment with a percentage of 91,7%. This suggests that the command in the development product easily understood by students.
- j. This Indonesian language textbook help to understand the unit of speed reading to finding the main idea get an assessment with a percentage of 97,2%. This suggests that the Indonesian language textbook can help to understand the unit of speed reading to finding the main idea.

Based on the table 4.14., questionnaire responses were filled out by 27 test subject that is fifth grade students of Miftahul Ulum Islamic Primary School, can be calculated as a percentage of the over all validity of the development product as follows:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$P = \frac{980}{1080} \times 100\%$$

$$= 90,7\%$$

Based on the results above, the obtained results percentage was 90,7%. In according with the scale conversion table, the

percentage rate of 90,7% at the qualified valid and good so the development product can use by teachers and students in the school. This suggests that the development product has been good and reasonable to be used to students of fifth grade.



CHAPTER VI

CLOSING

This chapter consist of, (a) the conclusion of the development product results; (b) the suggestions. The conclusion include a descrption of the development product of read to find the main idea with a model of cooperative script for elementary school's students and description feasibility. The suggestions include utilization suggestion, dissemination, and further development.

A. Conclusion

1. The Making Process of Textbook Development Product of Reading to Finding The Main Idea With A Model of Cooperative Script for Fifth Grade in Elementary School

From the development process is carried out, has produced the textbook of read to find the main idea with a model of cooperative script for rirth grade in Islamic Primary School. The textbook development product contains learning contents of read quickly to find the main idea. Parts of the textbook development product include the introduction, part of contents, and the part of concluding.

The introduction contains the front cover, preface, table of contents, the instructional use of books, and learning objectives.

Part of content includes welcome post, post 1, post 2, post 3, and labyrinth. In the welcome post, students are asked to find a partner to conduct exploration in the book. At post 1-3 there is fast reading text to read and reading to find the main idea, a theory of reading faster and how to find the main idea presented in the "Provisions" on every post. Tasks in the each post in the form of exercises on the unit speeding read to finding the main idea that have been presented. While the labyrinth is the last intermezzo for students to complete exploration in order to find a train ticket and return to their homes.

In the part of concluding consists of a cover page, references, about the author, and the back cover. The part of concluding illustrates that learning activities have been completed and the explorers can return to their homes. At the end of the display is given a motivation so that students remain diligent study.

The development product produced in the form of textbook products. To use the textbook development product is not required of other devices. This condition is expected to ease the burden of students and can be enjoyed by all people.

Some of the advantages of the development product shaped the textbook is as follows:

- a. Easy and affordable. This is because the cost of producing it was cheap. Only with paper and ink. Thus among students

anywhere can enjoy these textbook development product easily.

- b. Can be taken anywhere, and practical. This is because the book is a light object. In addition it is also beautifully bound book so it's likely very little scattered.
- c. Can be viewed at any time if forgotten or needed. Whenever and wherever when this book was brought to utilized because its use does not require another device such as a computer or a television.
- d. Giving a chance for students to learn both in pairs or independently.

The development process of the textbook development product is done as much as possible in order to minimize the textbook development product produced weakness that may arise. Although, on the way identified possibilities or obstacles that may arise in the target.

2. The Feasibility of Application Test of Textbook Development Product of Reading to Finding The Main Idea With A Model of Cooperative Script for Fifth Grade in Elementary School

The application test had been done to know the feasibility of textbook development product of reading to finding the main idea with model of cooperative script for fifth grade in elementary school. The result of the feasibility of application test is 90,7%

with valid category or reasonable to use for students in fifth grade of elementary school.

B. Suggestions

The suggestions put forward include suggestions for the purposes of product use, dissemination product, and needs further development. In detail, these suggestions can be explained as follows:

1. Suggestions for Purpose Product Utilization

To optimize the utilization of the textbook development product of read to find the main idea with a model of cooperative scripts for fifth grade students in Elementary School are advised of the following:

- a. The textbook development product of read to find the main idea with a model of cooperative scripts for fifth grade students in Elementary School should be used as an alternative learning Indonesian lesson for the unit speed reading to find the main idea.
- b. The textbook development product of read to find the main idea with a model of cooperative scripts for fifth grade students in Elementary School should be used with the teacher's guidance and instructions for use should be read before using these textbook.

- c. When studying using these textbook development product students must use his imagination to be more motivated when learning to use the textbook development product.

2. Suggestions for Dissemination Products

To disseminate the product on a wider target then suggested the following:

- a. The textbook development product of read to find the main idea with a model of cooperative scripts for fifth grade students of Elementary School should be used in steps. First, read the The textbook development product of read to find the main idea with a model of cooperative scripts for fifth grade students are used to learning group and subsequently used in the class over all.
- b. The textbook development product of read to find the main idea with a model of cooperative scripts for fifth grade students of Elementary School can be used and duplicated more widely if it is effective and efficient to use.

3. Suggestions for Development of Advanced

For the purpose of further development suggested the following:

- a. The textbook development product of read to find the main idea with a model of cooperative scripts for fifth grade students of Elementary School still has some drawbacks as mentioned in

the study of development product outcomes. Therefore, it is advisable to subsequent developers who are interested to overcome this weakness.

- b. The textbook development product of read to find the main idea with a model of cooperative scripts for fifth grade students of Elementary School need to be developed so as to train the cooperation among students in learning. Reading text in the textbook product deveopment must also be propagated.
- c. It is recommended to teachers, especially Indoneisan lesson teachers in Elementary Schoolwear this with a model cooperative script to instill an attitude of cooperation among students.
- d. It is recommended to teachers, especially Indonesian teachers in Elementary School to try to develop the textbook development product in accordance with the conditions of the school in which the teacher teaches in Elementary School.

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Attachment 3

INSTRUMEN VALIDASI BAHAN AJAR UNTUK AHLI MATERI

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan bahan ajar bahasa Indonesia materi menemukan ide pokok di MI, maka peneliti bermaksud mengadakan validasi bahan ajar yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli materi.. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan bahan ajar agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli materi.

Nama :
.....

NIP :
.....

Instansi :
.....

Pendidikan :
.....

Alamat :
.....

B. Petunjuk Pengisian Angket

Bapak/ibu dimohon mencermati bahan ajar, kemudian berikanlah tanda cek (√) pada skala penilaian dengan petunjuk sebagai berikut.

4 = sangatsesuai dengankriteria

3 = sesuai dengankriteria

2 = kurangsesuai dengankriteria

1 = tidaksesuai dengankriteria

C. Angket Penilaian

KRITERIA PENILAIAN	1	2	3	4
1. Kesesuaian materi dengan standar kompetensi				
2. Kesesuaian materi dengan kompetensi dasar				
3. Kesesuaian materi dengan indikator hasil belajar				
4. Penyajian materi menggunakan bahasa yang mudah dipahami				
5. Keinteraktifan bahasa yang digunakan				
6. Konsep bacaan				
7. Konsep membaca dengan kecepatan 75 kata/menit				
8. Konsep mencatat hal-hal penting dari bacaan yang dibaca.				
9. Konsep mengajukan pertanyaan berdasarkan informasi yang dibaca.				
10. Konsep menceritakan kembali isi bacaan yang dibaca				
11. Konsep menemukan ide pokok pada bacaan				
12. Kesesuaian soal dengan indikator pembelajaran				
13. Kesesuaian soal dengan materi yang disajikan				
14. Penyajian materi menumbuhkan motivasi untuk mengetahui lebih jauh				
15. Bahasa yang digunakan etis, estetis, komunikatif, fungsional, sesuai dengan sasaran pembaca				
16. Bahasa (ejaan, tanda baca, kosa kata, kalimat, dan paragraf) sesuai dengan kaidah dan istilah yang digunakan baku				
JUMLAH				

TERIMA KASIH

D. Kritik dan Saran



Malang, April 2014

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NIP.

Attachment 4**INSTRUMEN VALIDASI BAHAN AJAR UNTUK AHLI MEDIA****A. Pengantar**

Berkaitan dengan pelaksanaan pengembangan bahan ajar bahasa indonesia materi menemukan ide pokok di MI, maka peneliti bermaksud mengadakan validasi bahan ajar yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli media. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan bahan ajar agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli media.

Nama :

.....

NIP :

.....

Instansi :

.....

Pendidikan :

.....

Alamat :

.....

B. Petunjuk pengisian angket

1. Bacalah setiap item dengan cermat.
2. Instrumen ini terdiri dari kolom pernyataan dan kolom jawaban. Silahkan anda memberi tanda cek pada salah satu jawaban yang sesuai dengan pernyataan anda.
3. Keterangan makna pada huruf pilihan anda adalah sebagai berikut:

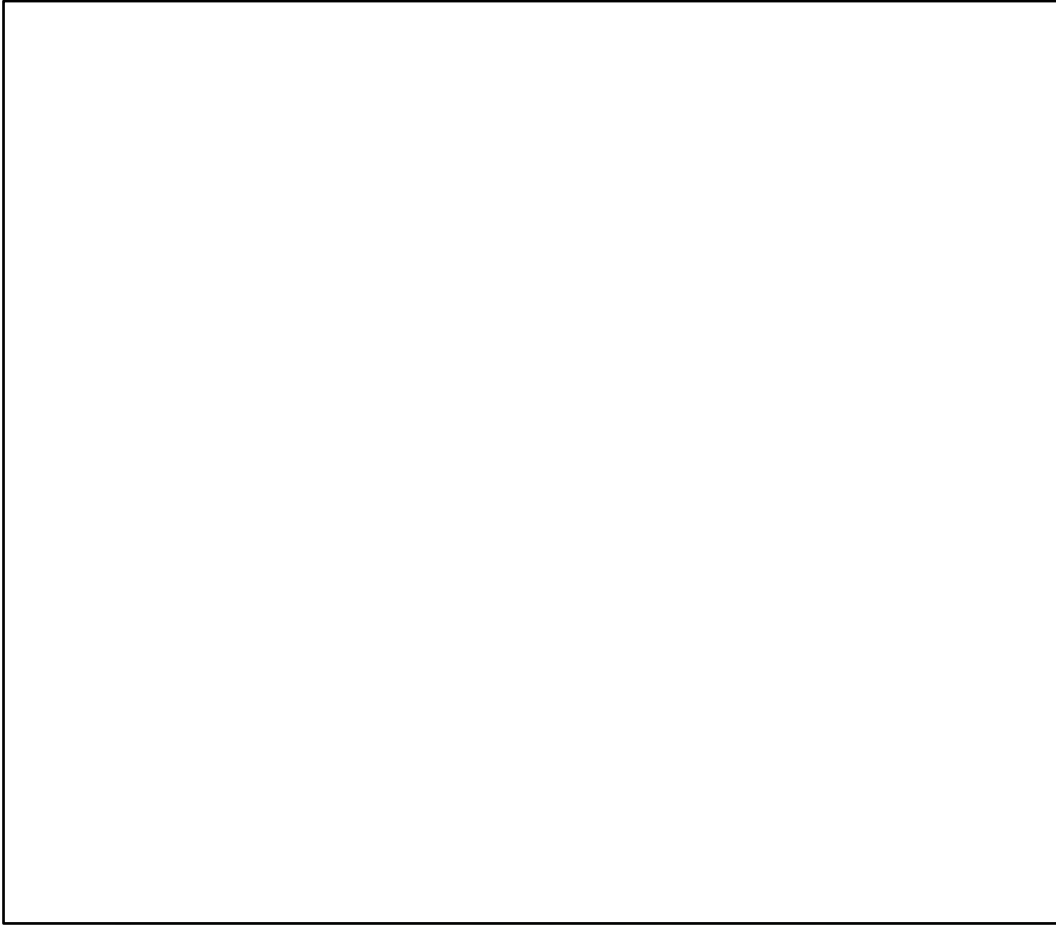
Jawaban	Keterangan	Skor
SS	Sangat setuju	4
S	Setuju	3
TS	Tidak setuju	2
STS	Sangat tidak setuju	1

C. Pertanyaan-pertanyaan angket

NO.	PERNYATAAN	KETERANGAN			
		SS	S	TS	STS
1	Desain kulit buku sesuai dengan isi materi.				
2	Tata letak kulit buku pada bagian depan, punggung, dan belakang serasi dan mempunyai satu kesatuan.				
3	Ukuran unsur-unsur tata letak pada kulit buku proporsional (judul, sub judul, pengarang, dan ilustrasi).				
4	Tata letak konsisten antara kulit dan isi buku.				
5	Tata letak kulit buku mempunyai irama (rhythm) yang jelas.				
6	Memiliki kontras yang cukup.				
7	Memiliki tata warna dan kombinasi yang harmonis.				
8	Jenis huruf yang digunakan sesuai dengan karakter materinya dan usia pembacanya.				

9	Ukuran huruf isi buku sesuai dengan format/ukuran buku dan tingkat usia pembacanya.				
10	Variasi huruf tidak lebih dari 3 jenis huruf, dengan efek huruf tidak berlebihan dan tidak menggunakan huruf hias.				
11	Judul lebih dominan dibandingkan sub judul dan nama pengarang.				
12	Pembuatan paragraf (susunan teks) menggunakan pengukuran normal dengan susunan hierarki yang proposional.				
13	Panjang baris dalam paragraph tidak lebih dari 74 karakter.				
14	Penyajian materi menumbuhkan rasa ingin tahu siswa untuk mempelajari materi lebih jauh.				
JUMLAH					

D. Kritik dan Saran



Malang, April 2014

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NIP.

Attachment 5

**INSTRUMEN VALIDASI BAHAN AJAR AHLI PEMBELAJARAN BIDANG STUDI
BAHASA INDONESIA KELAS V**

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan bahan ajar bahasa Indonesia (BI) kelas V materi menemukan ide pokok di MI, maka peneliti bermaksud mengadakan validasi bahan ajar yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai pelaksana pembelajaran bahasa Indonesia (BI) kelas V. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan bahan ajar agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli pembelajaran bahasa Indonesia kelas V.

Nama :
.....

NIP :
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Instansi :
.....

Pendidikan :
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Alamat :
.....

B. Petunjuk Pengisian angket

Bapak/ibu dimohon mencermati bahan ajar, kemudian berikanlah tanda cek (√) pada skala penilaian dengan petunjuk sebagai berikut.

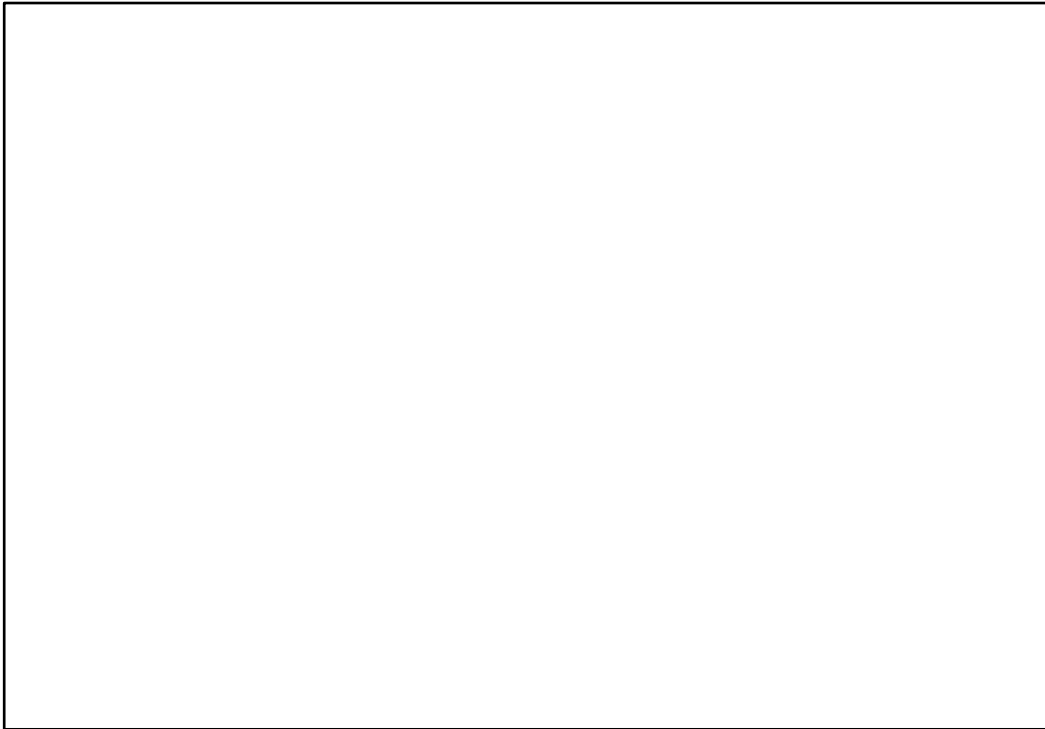
- 4 = sangatsesuai dengankriteria
- 3 = sesuai dengankriteria
- 2 = kurangnyaesuai dengankriteria
- 1 = tidaksesuai dengankriteria

C. Angket Penilaian

KRITERIA PENILAIAN	1	2	3	4
1. Kesesuaian materi dengan standar kompetensi				
2. Kesesuaian materi dengan kompetensi dasar				
3. Kesesuaian materi dengan indikator hasil belajar				
4. Keluasan materi				
5. Kedalaman materi				
6. Kebenaran materi				
7. Kemudahan memahami materi				
8. Kemudahan memahami petunjuk pemakaian				
9. Kemudahan/ kelengkapan pemahaman materi				
10. Keinteraktifan bahasa yang digunakan				
11. Konsep membaca dengan kecepatan 75 kata/menit				
12. Konsep mencatat hal-hal penting dari bacaan yang dibaca.				
13. Konsep mengajukan pertanyaan berdasarkan informasi yang dibaca.				
14. Konsep menceritakan kembali isi bacaan yang dibaca				
15. Konsep menemukan ide pokok pada bacaan				
16. Kesesuaian soal dengan indikator pembelajaran				
17. Kesesuaian soal dengan materi yang disajikan				
18. Kemudahan memahami soal				
19. Kejelasan susunan kalimat soal				
20. Keinteraktifan soal				
JUMLAH				

TERIMA KASIH

D. Kritikdan Saran



Malang,April 2014

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NIP.

Attachment 6

INSTRUMEN VALIDASI BAHAN AJAR UNTUK SISWA KELAS V

A. Pengantar

Adik, selain buku pelajaran yang sudah kamu kenal sebelumnya, masih ada banyak buku penunjang pelajaran lain yang bisa adik gunakan sebagai bahan ajar di sekolah maupun di rumah, salah satunya adalah buku ajar. Buku ajar merupakan bahan ajar yang dapat membantu adik belajar secara mandiri. Setelah ini adik akan diberi contoh modulnya secara langsung.

Berkaitan dengan pelaksanaan pembuatan buku ajar bahasa indonesia untuk siswa kelas V pokok bahasan “Menemukan Ide Pokok”, maka peneliti bermaksud mengadakan pengecekan bahan ajar bahasa indonesia yang telah dibuat sebagai salah satu bahan belajar. Untuk maksud di atas, peneliti mohon kesediaan adik sebagai siswa kelas V agar mengisi angket di bawah ini sebagai pemakai media belajar. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan buku ajar, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan adik sebagai pemakai media belajar.

Nama :
.....
Kelas :
.....
Sekolah :
.....

B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu adik membaca atau mempelajari bahan ajar yang dikembangkan.
2. Berilah tanda silang (x) pada salah satu huruf a, b, c, atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.
3. Kecermatan adik dalam penilaian ini sangat diharapkan.

C. Pertanyaan-pertanyaan angket

1. Apakah buku ajar bahasa Indonesia ini dapat memudahkan kamu dalam belajar?
 - a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit
2. Apakah dengan penggunaan buku ajar bahasa Indonesia ini dapat memberikan semangat dalam belajarmu?
 - a. Sangat memberikan semangat
 - b. Memberikan semangat
 - c. Kurang memberikan semangat
 - d. Tidak memberikan semangat
3. Apakah kamu mudah memahami bahan pelajaran yang ada di dalam buku ajar bahasa Indonesia ini?
 - a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit
4. Menurut kamu, bagaimana soal-soal pada buku ajar bahasa Indonesia ini?
 - a. Sangat mudah
 - b. Mudah
 - c. Kurang
 - d. Sulit
5. Bagaimana jenis huruf dan ukuran huruf yang terdapat dalam buku ajar bahasa Indonesia ini?
 - a. Sangat mudah dibaca
 - b. Mudah
 - c. Kurang
 - d. Tidak
6. Selama mempelajari buku ini, apakah kamu menemui kata-kata yang sulit?
 - a. Tidak menemukan
 - b. Cukup banyak menemukan
 - c. Jarang menemukan
 - d. Sering menemukan

7. Bagaimanapetunjuk yang terdapatdalam buku ajar bahasaindonesiaini?
 - a. Sangatmudah
 - b. Cukupmudah
 - c. Kurangmudah
 - d. Tidakmudah
8. Apakahbahasa yang digunakandalambukuajarbisadipahami?
 - a. Sangatmudahdipahami
 - b. Cukupmudahdipahami
 - c. Kurangmudahdipahami
 - d. Tidakmudahdipahami
9. Setelahmembacasoal-soallatihan, bagaimanasoal-soalnya?
 - a. Sangatmudahdipahami
 - b. Cukupmudahdipahami
 - c. Kurangmudahdipahami
 - d. Tidakmudahdipahami
10. Apakahbukuajarinimembantumumuuntukmemahamimateritentangmenemukan ide pokok?
 - a. Sangatmembantu
 - b. Seringmembantu
 - c. Kadang-kadangmembantu
 - d. Tidakpernahmembantu

Terima Kasih

Attachment 7

INSTRUMEN VALIDASI PEMAKAIAAN BAHAN AJAR UNTUK SISWA KELAS V

A. Pengantar

Adik, setelah kalian menggunakan buku ajar sebelumnya pada pelajaran bahasa Indonesia tentang membaca untuk menemukan ide pokok, peneliti bermaksud mengadakan pengecekan bahan ajar bahasa Indonesia yang telah dibuat sebagai salah satu bahan belajar. Untuk maksud di atas, peneliti mohon kesediaan adik sebagai siswa kelas V agar mengisi angket di bawah ini sebagai pemakai media belajar. Hasil dari pengukuran melalui angket akan digunakan untuk kelayakan buku ajar, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan adik sebagai pemakai media belajar.

Nama : _____
 Kelas : _____
 Sekolah : _____

B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu adik membaca atau mempelajari isi dari bahan ajar yang dikembangkan.
2. Berilah tanda silang (x) pada salah satu huruf a, b, c, atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.
3. Kecermatan adik dalam penilaian ini sangat diharapkan.

C. Pertanyaan-pertanyaan angket

1. Apakah materi buku ajar bahasa Indonesia ini mudah dipahami?

a. Sangat mudah	c. Kurang mudah
b. Mudah	d. Sulit
2. Apakah bacaan-bacaan dalam buku ajar ini mudah dimengerti?

a. Sangat mudah	c. Kurang mudah
b. mudah	d. Sulit
3. Apakah kamu mudah memahami materi membaca dengan kecepatan 75 kata/menit?

a. Sangat mudah	c. Kurang mudah
b. Mudah	d. Sulit

4. Apakah kamu mudah memahami materi mencatat hal-hal penting dari bacaan yang telah kamu baca?
- a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit
5. Apakah kamu mudah memahami materi mengajukan dan menjawab pertanyaan berdasarkan informasi bacaan?
- a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit
6. Apakah kamu mudah memahami materi menceritakan kembali isi bacaan yang dibaca?
- a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit
7. Apakah kamu mudah memahami materi menemukan ide pokok pada bacaan?
- a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit
8. Apakah soal-soal dalam buku ajar bahasa Indonesia ini mudah dikerjakan?
- a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit
9. Apakah perintah dalam buku ajar bahasa Indonesian ini mudah dipahami?
- a. Sangat mudah dipahami
 - b. Cukup mudah dipahami
 - c. Kurang mudah dipahami
 - d. Tidak mudah dipahami
10. Apakah buku ajar ini membantumu untuk memahami materi tentang membaca cepat untuk menemukan ide pokok?
- a. Sangat membantu
 - b. Sering membantu
 - c. kadang-kadang membantu
 - d. tidak pernah membantu

Attachment 8

SUBJECT OF VALIDATOR

1. Name : Dr. Hasan Busri, M.Pd
ID : 193.02 00044
Institute : UIN MALIKI Malang
Education : S3 Education
Address : Perum. Villa Bukit Tidar A1-231 Malang
2. Name : Nurul Yaqien, M.Pd
ID : 19781119200604001
Institute : UIN MALIKI Malang
Education : Islamic Education Management (S2), has experience a
training as learning media validator (design book for
elementary school)
Address : Raya Candi street 3/454 Karangbesuki
3. Name : Suriyanto, S.S
Institute : MI Miftahul Ulum Kota Batu
Education : Indonesian Literature Undergraduate (S1)
Address : Dorowati street 01 Batu

Attachment 9

SUBJECT of TARGET TRIALS

No	Names of Corespondent	Position
1.	Akbar Bagus Cahyo Putro	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
2.	Ahmad Mubarak Fathillah	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
3.	Cyntia Triana Salsabila	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
4.	Habibah Naura Sahda	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
5.	Kristina Maharani	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
6.	Laily Ni'matul Fitriyya	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
7.	Mahendra Daffa	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
8.	Resty Hanzani	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
9.	Salsabila Nur Azizah	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
10.	So'ul Muhajir Septiawan	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
11.	Zidnia Tanida	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
12.	M. Misbachul Munir	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
13.	Bismo Agus Tri Ahmad B	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu

14.	Much. Gus Cahyo P	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
15.	Muh. Alfash M	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
16.	Muhammad Alief Rahman	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
17.	Nur Anisa Maghfiroh	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
18.	Putri Athar	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
19.	Putri Nur Yasmin	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
20.	Rakha Naufal Farrel	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
21.	Sarah	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
22.	Visi Miranda Septian M	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
23.	Zhafirah Yufi Alfiyanti	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
24.	Ahmad Malik Al Kautsar	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
25.	Nadya Anggi Pratiwi	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
26.	Nihla Mar'atussholihah	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu
27.	Reyhan Hadani Setiawan	A 5 th grade student in Miftahul Ulum Islamic Primary School of Batu

Attachment 10

Photos of Research



Attachment 12

CURRICULUM VITAE

Name : Suci Nurul Hidayah

ID. Student : 10140107

Birth Date and Location : Sidoarjo, on March 10th, 1992

Faculty/Dept : Tarbiyah and Teaching Science/Teacher
Education for Islamic Primary School

Year of Entry : 2010

Origin Address : Babadan-Junwangi Village RT/RW 14/04 Krian
Town, Sidoarjo City

Address in Malang : Kertosariro street 4b Malang

Handphone Number : 085649995586

Education

- ❖ Elementary School : MI Mambaul Ulum Terik-Krian (graduate 2004)
- ❖ Junior High School : MTsN Krian-Sidoarjo (graduate 2007)
- ❖ Senior High School : SMA Al-Islam Krian (graduate 2010)
- ❖ Grade College : Maulana Malik Ibrahim State Islamic University of Malang