

## The Development of Multiple Intelligences Theory (MIT) Based Fluent Reading Module for Slow Learners at Grade IV Inclusive Elementary School

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### ABSTRACT

This article aimed to investigate the practicality of Multiple Intelligences Theory (MIT) based module using the experimental indicators consisting of the module's appearance, performance, the use of module, and the utilization of reading skills, to produce multiple intelligences theory based reading skill learning module assessed by the experts of media and learning materials, and to find out the effectiveness of multiple intelligences theory based reading skill learning module by improving word reading accuracy score. The researchers used ADDIE development model. All respondents are 300 students of SD Negeri Inklusi Tegalpanggung. The data collection technique used interview, questionnaire, and performance assessment. The data were analyzed by using descriptive-qualitative. The improvement of reading accuracy is examined through Normalized-Gain Test. The findings showed that multiple Intelligences theory based word recognition learning module which was used based on the examination with the category of "Very Good". The products consist of introduction, content, and conclusion; the introduction consists of objectives, significances, and module map; the module consists of 16 learning materials divided into four sub-basic competencies and elaborated into four intelligences area; evaluation. Furthermore, the assessment from the expert 1 towards the learning module namely 3,7 with category "appropriate enough" and the expert II obtain mean value 4,01 classified into "appropriate" category and the media expert obtain mean value 4,47 with category of very appropriate. The effective learning module improves the reading skills assessed from the improvement of fluent reading skill with the post test score 92,6%.

**Keywords:** *Learning Module, Fluent Reading Skill, Multiple Intelligences Theory*

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### INTRODUCTION

Coding is a reading stage process related to the eye's perception (photography), and phoneme (letter) visually. Furthermore, they are processed in the brain and exclude sound. The mastery of reading skill involves the relationship among phonology (word sounds through sound), orthography (the words appear visually),

and semantic (meaning of words) (Dahhan & Kirby, 2016:4). The problems in reading can be categorized based on the individuals who have specific difficulties in mastering reading skill or individuals who are in the process of reading skill acquisition. (Grimm, Solari, McIntyre, & Denton, 2018:112) divide the problem into some groups such as the group with the difficulties in acquiring phonological skill, coding, and the fluency of reading, language skill, and the group who are in the process of mastering reading skill in certain levels. Therefore, the reading skill does not appear naturally on someone, it is obtained through process.

The acquisition of reading skill is affected by some factors. (Block, 2006: 29) grouped five domains related to reading skill, they are: cognitive, language, physical appearance, personal skill, family and education. Cognitive skill related to intelligence, memory, attention, and cognitive strategy. Physical factor consists of audio ability, visual, brain development, and brain function. The language factor consists of audio ability, speaking skill, language disability, and language differences. Personal factor consists of self-motivation, self-competence, working ability in group, consistent behaviours, and the willingness in asking help. Educational factor is affected by the opportunity in receiving appropriate learning as needed, and the early intervention for reading problems. Family factor consists of the access to educational home environment, and family history with reading or writing difficulties.

Cognitive skill has critical role to the component of reading skill. A study conducted by (Lundberg, 2006:66) found that the speed in sounding words read by individuals related to the mastery of letter recognition. The skill in understanding text or sentence read by students also involves cognitive skill. Therefore, students with low cognitive skill will get difficulties in understanding the text or sentences. However, the difficulties in mastering reading skill can also be implicated from the inappropriate instruction and teaching strategy towards the students' need. (Brokamp et al., 2018: 1). Therefore, students need regular monitoring in the whole learning process especially in reading, so teacher can understand the main problems that inhibit students' reading skill development.

The mastery of reading skill affects the students' performances in completing the assignments and also affects students' academic achievements. When students in the level of school period, the main skills to master are reading, writing, and counting (Gillon et al., 2019: 1991). Those three skills are the early skill foundation to master the achievement of the other learning material developments. The unidentified reading difficulties from the early school age leads to the long period needed to recover (Pratiwi & Ariawan, 2017). A study conducted by (Macdonald & Cornwall, 1995: 523) revealed that students in the early age with the slowness of phonological perception mastery will affect the word identification skill and spelling skill when they are in higher grade. (Cimmiyotti, 2013: 33) explained that there is positive relationship between reading skill and students' academic achievement. Academic aspect not only consists of reading, but also mathematics and writing skills. Therefore, the effects will directly affect the mathematics and writing skills.

Based on the observations related to the fluent reading skill of slow learners and interviews with fourth grade teachers at SD Tegalpanggung in August 2019, teaching reading for students with late reading development was conducted individually. The action conducted by the classroom teacher has been optimal, but has not produced significant results for students. In providing individual treatment, teachers have limited learning resources according to the level of students' reading development. However, the results of the assessment of the education department showed the

development of reading skills of grade IV students who had reading delays were diagnosed as slow learners. Departing from the observations, informal assessments and the results of students' work portfolio, it shows that students are late in significant reading development. The characteristics of slow learners with intelligence capacities in the range of 70-85 have a direct impact on organizational skills in completing school assignments including acquiring reading skills.

Appropriate and systematic learning resources will support the management of reading for slow learners. Intensive fluent reading training for students with impaired fluent reading development should use teaching materials that can track students' reading development levels (Mokhtari et al., 2010; Solari et al., 2017). (Henbest & Apel, 2017) reviewed the evidence of the effectiveness of two simultaneous alphabetical and word analytical training approaches in a single fluency reading intervention design. A design for fluent reading training can be done by developing alphabet and letter coding activities that are packaged in the form of group games or media that are used independently (Kuhn et al., 2014; Lane & Pullen, 2015). Furthermore, the results of the study revealed that in order to improve the accuracy of fluent reading, teachers should develop teaching materials according to the students' current level of reading. In addition, scaffolding and prompting play an important role in stimulating student involvement in coding practices. In line with this research, (Gustiawati, 2019) explained that it is recommended that the presentation of material for reading training use visual media. The results of this research can be used as a basis for developing materials or learning resources for fluent reading skills that can support reading training for slow learners.

The module is a form of learning resource that can be used with teacher guidance or independently by students. Modules are learning materials that are systematically organized and presented in print and soft (Daryanto, 2013:9). Furthermore, Daryanto explained that the module has five basic characteristics, namely self-instruction, self-contained, stand-alone, adaptive and user friendly. Self-instruction, namely the module has clear information instructions, so that it can be used independently for students. The meaning of self-contained is that all learning materials needed by students have been summarized in the module along with the evaluation sheet. Stand-alone means that the information contained in the module is complete and can be used without the need for other learning resources. Adaptive means that it can be adapted to the learning needs of students. User friendly means that it can be used independently by its users. Based on the meaning and characteristics possessed by the module, it can be concluded that the module is an appropriate learning resource because it can be developed according to needs whose parts consist of instructions and worksheets that can be done independently by students.

The problem of difficulty in mastering reading skills was encountered by the author through observations in August 2019 at SD Tegalpanggung. Three students who are in grade IV SD have reading skills equivalent to grade II SD. The student's ability diagnosis was based on the current skill gap, namely being able to read a vocabulary consisting of two syllables compared to reading competence in grade IV, namely writing reports with effective sentences. These skills refer to the reading competence in the 2013 curriculum for grade II, namely "presenting the proper use of Indonesian vocabulary in the form of written, oral and visual texts. The task of early reading development in grade II SD is being able to read letter symbols, sounds from letter symbols, stringing letters into syllables to words and deciphering words into

letters (Halimah, 2014: 193; Muhyidin et al., 2018:33). Therefore, students are concluded to have two levels of reading developmental delay.

The use of multiple intelligence theory has not been widely developed to improve fluent reading skills. However, the results of research conducted by (Neil, 2017: 16) state that there is a positive relationship between the use of students' learning style tendencies by providing reading teaching instructions. The results of the reading intervention prove an increase in reading comprehension by using the strengths of students' learning styles. In line with the research conducted by (Anvari, Trainor, Woodside, & Levy, 2002: 1019) namely the teaching of English by adjusting students' learning tendencies, it is proven to be effective in improving students' reading comprehension. The use of multiple intelligences theory also provides direction for teachers to present multi-model strategies in teaching English (Dolati & Tahriri, 2017: 8).

In this study, only four of the eight intelligences were used as the basis for module development. The four spheres of intelligence are visual spatial, musical and rhythmic, kinesthetic and interpersonal. Consideration of the use of the four intelligences because it is motivated by relevant research only relates to these four intelligence areas and this research strengthens previous research. Research conducted by (Abdulkader et al., 2009: 675-688) explains the differentiation strategy of reading instruction by combining the scope of spatial and interpersonal visual intelligence. This procedure is done for students with learning difficulties to identify the alphabet. This procedure uses pictures and represents new vocabulary with role-play activities. A research conducted by (Patel, Pooja; Laud, 2007: 1-17) describes the efforts to handle students who are late in reading fluently using songs and song lyrics. The scope of kinesthetic intelligence as a strategy in learning to read can be done by responding to letters with hand movements (Cihon et al., 2005: 138-135).

## **METHODS**

This research and development use the ADDIE development model. Analysis of basic needs was conducted through interviews with classroom teachers, observing student learning activities and analyzing the curriculum used by schools (Curriculum 2013). The design is done by designing and determining the components of the module as well as the order in which the material is presented. Module development is carried out by printing a B5 size module designed with Microsoft word and supporting illustrations through the 2019 illustrator application. Implementation is the testing phase of the module product for slow learners in class IV SDN Inclusion Tegalpanggung. The evaluation was conducted through the validation results in the development process carried out by media experts and material experts and suggestions given by the teacher after the module trial was conducted.

This study involved three slow learners consisting of two male students and one female student. The students' intelligence ranges from 75-89 which are obtained based on the results of the psychologist's diagnosis. Data collection was conducted by assessing the feasibility of materials and media through questionnaires given to material and media experts, interviews with teachers, and observations. Data analysis was conducted by assessing the feasibility of the product based on the score given on the questionnaire sheet and categorizing the results of the assessment. The data obtained were then analyzed by descriptive quantitative method through graphical presentation. The data from the test results were collected by giving an assessment if the students "yes" did the instructions as in the module with a score of 1 and "no" if

they did not carry out the instructions with a score of 0. The effectiveness of the module was obtained through an assessment of improving fluent reading skills by counting the total words read with correct by the student divided by the number of words. Then, the determination of learning outcomes is done by calculating the gain (Normalized-Gain) obtained through pre-test and post-test data.

## **RESULT AND DISCUSSION**

The first stage in this research is to analyze material and media needs. Material needs are obtained through interviews with teachers regarding development materials and the latest level of abilities possessed by slow learners. According to the results of the interview, the teacher explained that the fluent reading skills of slow learners are equivalent to the second grade of elementary school, namely the stage of reading fluent words. This is also supported by the results of the reading assessment conducted on the three research subjects. Based on the results obtained through interviews, observations and reading assessments, the material needs to be developed are letter naming, letter sound, phoneme blended, and phoneme segmented. The material is an elaboration of the basic competencies of class IV, namely "explaining vocabulary about various types of objects in the surrounding environment through short texts (in the form of pictures, simple slogans, writings, and or song lyrics) and or environmental exploration". Analysis of media needs was obtained based on the results of interviews with classroom teachers. The teacher suggests that the learning materials be summarized in one book to make it easier for students to learn. In addition, schools do not yet have learning supplements in the form of learning resources that can be used to support teaching. The multiple intelligences theory approach is the basis for developing learning materials. The application of MI theory through the development of activities in the scope of intelligence with the basic sub-competencies has been determined. The four intelligence areas are visual spatial, musical, kinesthetic and interpersonal.

### **Designing Stage**

The initial product was developed using Microsoft Word 2007 and Illustrator 2019 software to design illustrations and modules. The material and systematics of the module are described using Microsoft Word 2007 software. The systematics of the module consists of a concept map, indicators, activity forms and sequence of activities described in written form. Illustrator 2019 is used to design covers, provides color and backgrounds, processes images and translates activities into illustrations. The initial content of the completed module is saved in Microsoft Word 2007 in document format (/ .doc.x). Materials and module designs that have been enhanced with Illustrator 2019 are then saved in the / .pdf format.

### **Development Stage**

The development process is divided into four parts, namely the preparation stage, the presentation of the print display, validation and product revision. The preparation stage consists of the preparation of the introduction, content and closing. The introductory section includes cover (Figure 1), introduction, objectives and module map (Figure 2). The content of the module consists of developing sixteen material activities which are described from four basic sub-competencies and four intelligence areas (an example of an activity can be seen in Figure 2). The closing includes an evaluation sheet of the four basic sub-competencies that can be observed in Figure 4.

After all the materials and parts of the module have been compiled, the module display presentation arrangement is made using an image processing application (Illustrator 2019) and printed in B5 size.

Figure 1. Module's Cover

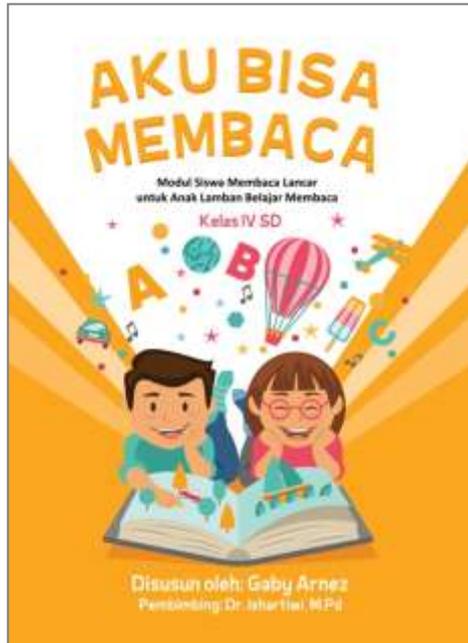


Figure 2. The Concept Map of Module

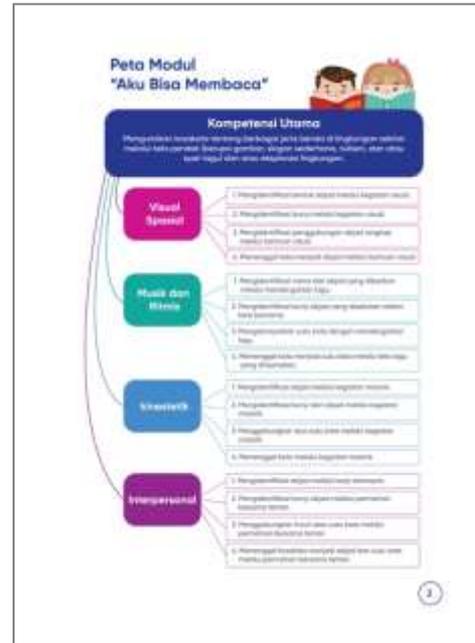


Figure 3. The Example of Activity's Material 1 Visual-Spatial

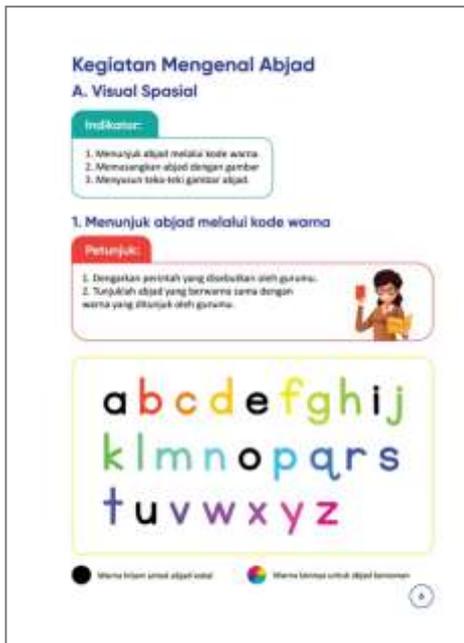


Figure 4. Phoneme Segmentation Evaluation Sheet

No.	Gambar Benda	Suku Kata	Jumlah Suku Kata
1.		Bo-ne-ka	3
1.		P-lat	1

### **Validation of Experts**

The modules that have been printed are then assessed for feasibility by media experts and material experts. Media assessment is carried out by lecturers majoring in educational technology through questionnaires. Material validation is conducted by lecturers majoring in special education with learning expertise for intellectual disabilities. According to the results of the recapitulation of assessments by media experts, an average value of 4.6 was obtained with the "Very Appropriate" eligibility category. The results of the assessment by material experts were obtained with an average value of 4.25 which was included in the "Appropriate" assessment category. Based on the results of the validation provided by the two experts, it can be concluded that the learning module is "appropriate" to be used as teaching material in fluent reading skills.

### **Revision**

Based on the assessments provided by media and materials experts, the fluent reading skills module has advantages and disadvantages. The advantages of the learning module are (1) providing space for learning activities for slow learners in identifying the alphabet, (2) presenting the module according to the results of the assessment, (3) attractive color combinations and choosing the right typeface. Meanwhile, the shortcomings of learning modules that can be improved are (1) providing a variety of activities, (2) displaying stacked presentations, (3) the material is not yet systematic.

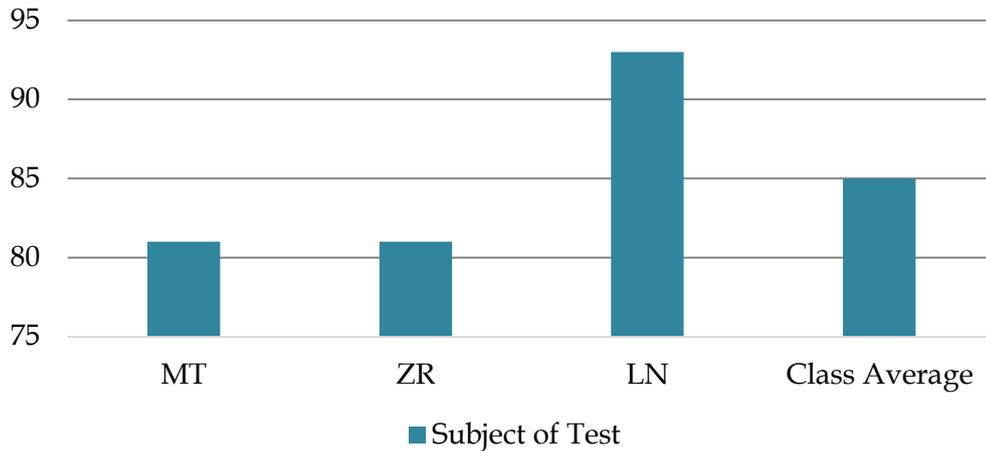
### **Implementation**

Implementation is carried out after improvements to the learning module based on suggestions given by media and material experts. There are four indicators of field trials, namely display of module presentation, performance, use of modules and empowerment of fluent reading skills. ZR students scored 81 with the first aspect score of 4, the second aspect got a score of 3, the third aspect got a score of 3 and the fourth aspect got a score of 3. MT students got an overall score of 81 with the first aspect score getting a score of 3, the second aspect got a score of 4, the third aspect gets a score of 3, and the fourth aspect gets a score of 3. Foreign students get an overall score of 93 with the first aspect getting a score of 3, the second aspect getting a score of 4, the third aspect getting a score of 4 and the fourth aspect getting a score of 4. Total overall score obtained by ZR students, namely 13, MT 13 students and LN 15 students. Then, the score was changed to a rating scale of 100. Therefore, the results obtained were ZR students 81, MT 81 students and LN students 93.

From the four basic sub-competencies then translated into sixteen indicators of assessment. Of the sixteen assessment indicators, there are several indicators that have not been followed in accordance with the researchers' expectations. In the second aspect indicator, the indicator that is being able to take part in activities with identification material in accordance with the instructions in the module cannot be followed independently by MT and LN students in several activities. Researchers provide full guidance so that students can participate in these activities. Then, in the eighth indicator, namely cutting words into syllables through the text of the song being sung, ZN students have not been able to follow them independently. Students still need guidance, especially when activities related to the alphabet that does not stand alone. Then, the seventh indicator, namely the merging of two syllables through motor

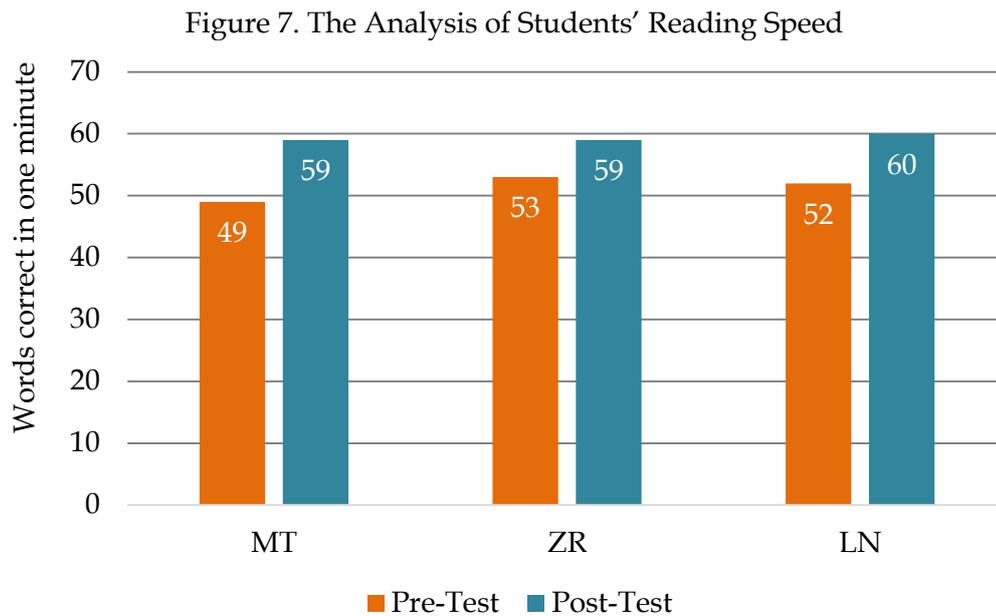
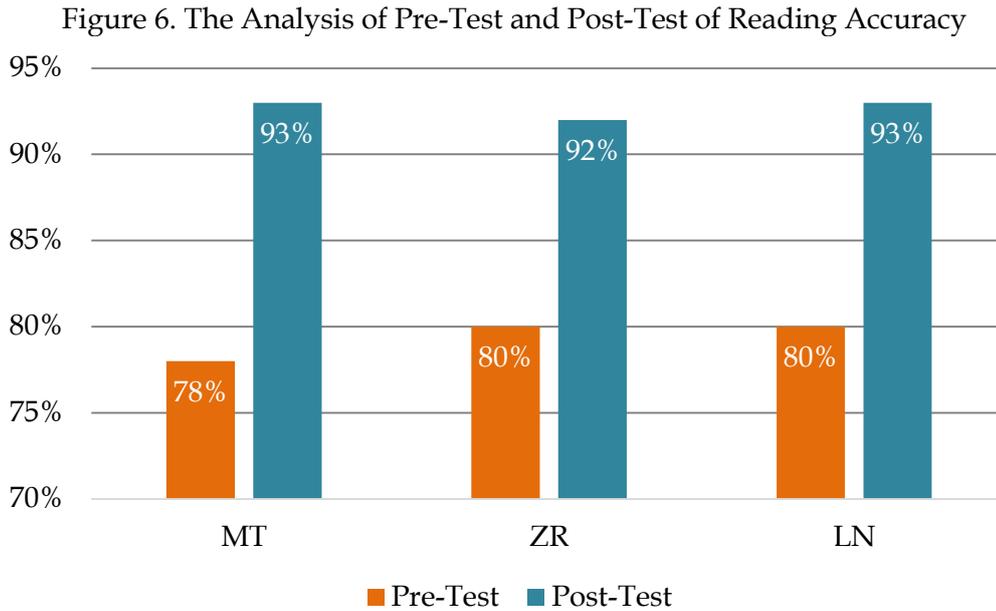
activities, cannot be followed independently by ZN and MT students, but can be followed by foreign students. Finally, the fifteenth indicator, namely combining alphabets or syllables through games with friends, can be followed independently by foreign students, but ZR and MT students have not been able to participate in activities independently.

Figure 5. Results of Field Experiment



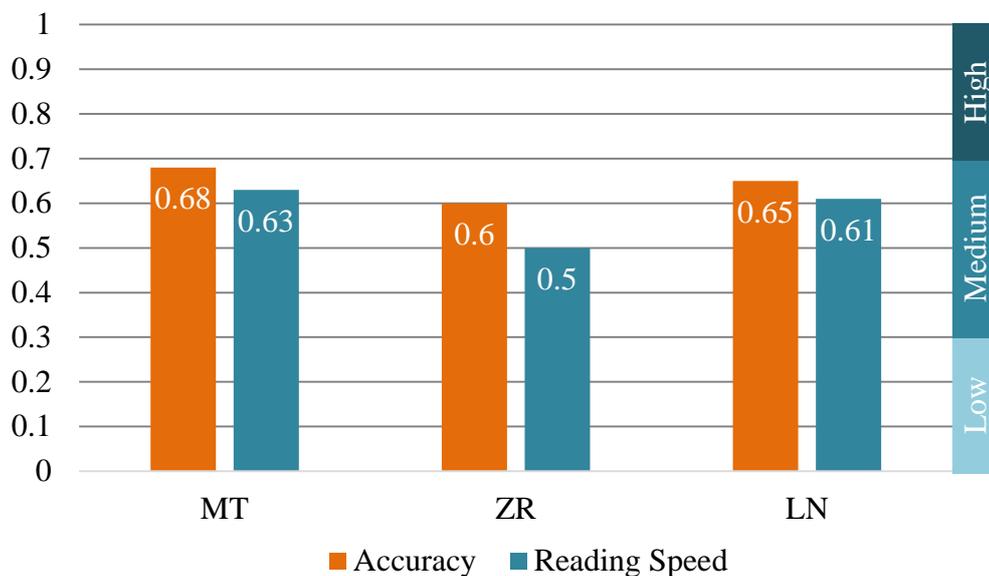
#### **Effectiveness Test**

Starting from the graph presented, it can be concluded that the post-test scores obtained by slow learners are higher than the pre-test scores. The pre-test and post-test scores were obtained from the final results of the assessment of word reading accuracy and reading speed of slow learners in one minute (the counting process is attached). The values obtained by MT subjects during the pre-test were 78 accuracy and 49 words per minute reading speed. Then, during the post-test, MT subjects obtained an accuracy value of 80 and a word reading speed of 53 words per minute. The value obtained by ZR students at the time of the pre-test was 80 accuracy and word reading speed was 53 words per minute. Then, during the post-test, ZR subjects got an accuracy value of 92 and the speed of reading words per minute was 59. Foreign students obtained a pre-test score of 80 accuracy and 52 words per minute reading speed. Meanwhile, the scores obtained by foreign students for the post-test, namely the accuracy of 93 and 60 words that can be read correctly in one minute. The results of the performance assessment of accuracy and the number of words that were read correctly in one minute by the subject can be seen in the following graphic:



Based on Figures 6 and 7, it can be observed that there is an increase (gain) in the aspect of word reading accuracy and the number of words that are read correctly in one minute by the test subject. The increase was obtained by reducing the results of the post-test and pre-test assessments of the subject. MT students made an increase, namely the accuracy of  $g = 0.68$  and the words read in one minute increased to  $g = 0.63$ . ZR students made an increase, namely the accuracy of  $g = 0.6$  and the correct word was read in one minute. Finally, foreign students made improvements, namely the accuracy of  $g = 0.65$  and the correct word was read  $g = 0.61$ .

Figure 8. The N-Gain Value of The Improvement of Reading's Speed and Accuracy



Based on the data obtained, the diagram in Figure 8 is the result of categorizing the accuracy and speed of reading words. The results are then converted into a qualitative assessment, the results are: 1) MT students get an increase in accuracy and the correct word is read in one minute into the "Medium" category, 2) ZR students get an increase in accuracy and the correct word is read in one minute. minutes fall into the "Medium" category, 3) foreign students get an increase in accuracy and a word that is read correctly in one minute falls into the "Medium" category. Based on the gain value obtained, the learning module can be declared quite effective to be used as teaching materials for reading fluent words for slow learners.

## DISCUSSION

### Module Practicality

The criteria for the practicality of the reading skills module are assessed from the results of the field trial scores. The average value obtained from the results of field trials is 84. Based on the criteria modified from (Akbar, 2017: 42), this value is included in the "Very Good" category. Judging from the teaching and learning process (KBM), students are more actively involved in the learning process. Presentation of learning modules with colorful displays can increase students' interest and interest in learning (Pujianto, 2011). The ease of students' thinking in learning is also supported by the presentation of the module map and the coherence of the material presented in the module.

The module directs students to learn independently. This is also in accordance with one of the characteristics of the module, namely self-instruction. The illustrations in the module are presented by considering functional aspects, so that the objects displayed are familiar to students in their everyday environment. The modules are also accompanied by learning media that are packaged into group activities (interpersonal), so they are not limited to independent activities. This is also supported by research conducted by (Kuhlman, 2016 :41) related to cooperative activities between students in

small groups that have an impact on a sense of comfort in learning. The implication is that students can ask their friends, then indirectly bring peer tutors in learning.

### **Module Appropriateness**

The multiple intelligences-based fluent reading skill learning module is feasible by material and media experts. The media expert gave a final assessment of 4.47 which was included in the "Very Good" category. Based on the media review conducted by the validator, the advantages of the learning module lie in the feasibility of presentation, color combinations and the readability of the module which is very good. The presentation of images on the module is also considered according to the circumstances and everyday situations experienced by students. Thus, making it easier for students to understand the vocabulary and images contained in the learning module. The visual presentation strategy has an impact on the characteristics of slow learners who have limitations in storing long-term memory. This is in line with (Koning & Schoot, 2013: 279) which reveals that information processing in reading, especially understanding involves a deeper process than seeing. An interesting representation of the appearance of writing text will have implications for the speed at which the information can be processed by the brain and store it as long-term memory. It supports products developed with additional visual-spatial media, making it easier for students to remember letters and the alphabet.

The material expert I gave a final score of 3.27 and the material expert II gave a score of 4.01. The first material expert stated that the superiority of the module lies in the suitability of the module presentation technique with the assessment results obtained. The second material expert gave a very good assessment of the learning module. The advantage of the module lies in the collaboration of module development and the theoretical approach used, resulting in a product that has a lot of "space" for exploration in learning to read beginners. This is in line with what was expressed by (Hervin, 2016; Roohani, Mirzaei, & Poorzangeneh, 2015: 184 ) that the multiple intelligences theory strategy in reading activities provides another alternative for students. Differentiation of presentation of material that is poured according to activities in certain areas of intelligence provides many opportunities for students to learn learning materials. This thing supports the feasibility of learning modules as teaching materials used by slow learners in remedial reading material for word beginnings.

Materials expert II emphasizes coherence in the presentation of the module and the suitability of the flow of thinking in the sequence of learning the word material to be the advantages of the development module. The presentation of the module display also uses the KG Neatly Printed which are suggested by learning experts to make it easier for students who have difficulty learning to read or are slow learners in understanding the alphabet. This is in line with what was stated by (Warburton, 2017) regarding the choice of typeface that will have an impact on the ability to process information in reading and its implications for reading fluency. This study also compared the presentation of the reading display using Arial and Dyslexie fonts. The results showed that students with or without reading disabilities also experienced an increase in the total number of words that were read correctly.

### **Module Effectivity**

The development of the four intelligence areas into learning activities in reading is a multi-strategy that has proven to be quite good. This is supported by the results of the recapitulation of the increase obtained from the pre-test and post-test scores. The results of the average increase for accuracy of 0.64 and reading speed of 0.58. This is supported by the results of an increase in word reading accuracy scores with an average pre-test score of 79% and after the post-test increased to 92.6%. Based on the criteria described by (R. Hake, 1998), the learning module for fluent reading is included in the "Good Enough" category.

The use of the scope of spatial visual intelligence has a significant contribution in the development of the module. The arrangement of activities in the module by considering visual-spatial activities for students is proven to attract students to be actively involved. In line with the results of research conducted by (Gwyn, 2013:220) that efforts to provide picture books in an extensive reading program can improve students' reading achievement. It also supports wider access for students in learning to read with visual aids in the form of pictures given in textbooks. In addition, the use of alphabet cards and colorful illustrations in the module stimulates students' sense of sight in learning to identify the alphabet (Ariyati, 2014: 50; Hajar, 2019: 96). Research conducted by (Cullen, 2015: 91) also revealed the same thing by developing a visual strategy in the form of a phoneme wheel to practice decoding the alphabet and syllables for slow reading students. The results showed that students' phonological awareness increased after one month of the "phoneme wheel" intervention program.

Activities in the scope of rhythmic music intelligence provide a new color for students in learning the identification of the alphabet and words. Basically, every human being has musical intelligence, but the range is high and low, depending on how well the environment provides music support in the student learning process. The strategy used in the scope of music is collaborating tones, songs or lyrics with the technique of spelling letters or the alphabet (Aminah & Nisa, 2016: 187). Activities with a musical and rhythmic background in the module mostly use alphabet songs as accompaniment music. Students understand the basic concepts of alphabetic names and their sounds. Singing the name of the alphabet and its sound as a "way of the ninja" to be stored in the students' long-term memory and has implications for the fluency of word recognition that is read. In line with research conducted by (Germeroth, Kelleman, & Spartz, 2018: 3) by developing a reading intervention supplement program using music as a learning support. The consideration of using music as a learning support is that music can improve students' memory and involvement in reading activities. Music training can also have an impact on sound sensory abilities, language and reading skills (Kraus et al., 2014: 4).

Activities in the area of interpersonal intelligence are packaged into game-based learning. This activity involves at least two students in the games contained in the module. Students take turns being tasked with being players and correctors. When becoming a player, students are challenged to be able to play the game according to the instructions given. Meanwhile, if students serve as referees or correctors, other students will observe the course of the game and make sure the answers given or done by their friends are correct. The games performed on the module involve additional media, namely letter cards, alphabet monopoly modification boards and silhouette images of objects. Additional media provided with the module makes learning fun because students learn with the concept of playing (Ningtyas, 2014: 255; Grünke, 2019: 292)). The purpose of carrying out activities with an approach to the scope of interpersonal intelligence is that students have opportunities to learn from one another.

Interpersonal activities are also a forum for group activities so that indirectly students can become peer tutors for their friends. The feasibility of this activity is assessed from the results of the field trial assessment, activities in interpersonal activities can be followed properly by slow learners.

Kinesthetic activities are carried out independently through student worksheets provided in the module. As for other additional activities, for example, writing the alphabet with sand media which had previously been prepared by the supervisor. Most of the kinesthetic activities carried out by students have been facilitated in the learning module. The results of the trial of kinesthetic activities showed good results. The three students were able to participate in kinesthetic activities with good average scores. The kinesthetic activities carried out are intended as an extensive effort to access alphabet identification learning. In line with the results of research by (Rule, Dockstader, & Stewart, 2006: 196) which developed kinesthetic activities in teaching phonological awareness to students at risk of slow reading. Kinesthetic activities in the form of pantomime, word cards and combined with singing activities, games through vocabulary cities. Through kinesthetic activities in the module, students learn the stages of reading by optimizing the ability of the sense of touch in kinesthetic activities. For example, the activity of writing in the sand using fingers seeks to improve students' tactile abilities in remembering letters and their sounds (Kurniastuti, 2013: 21).

Based on the research results that have been described, the fluent reading skill learning module has an important role as teaching material. Learning modules, which are independent in nature, are one of the efforts to handle independent reading. The product of this research can be used as a guide for general teachers in developing a program for managing guided reading for slow learners in low grades and can even be used for regular students who are late in reading fluently. Through the results of this research, it can be seen that the systematic development of multiple intelligences theory-based learning modules is feasible and effective to use by optimizing the four areas of multiple intelligences. The area of multiple intelligences that has not been developed in this study can be considered by further researchers.

## **CONCLUSION**

The practicality of the reading skills module was assessed from the results of field trials. The test indicators include display of module presentation, performance, use of modules and empowerment of reading skills. The average value obtained from the test results is 84, which is included in the "Very Good" category. Based on these results, the learning module is practical to use in learning fluent reading skills. The multiple intelligences theory-based learning module is considered feasible by material and media experts. This is supported by the results of the assessment by the material expert I which includes aspects of the suitability of content, linguistics, the feasibility of presenting and applying the theory of multiple intelligences with an average value of 3.27 with a fairly appropriate category and from material expert II an average value of 4.01 is obtained which is included in the appropriate category. The assessment of the feasibility of the learning module by media experts is assessed from the aspects of presentation feasibility, display feasibility, language feasibility, and graphic feasibility with an average score of 4.47 with the "Very Appropriate" category. Overall, the learning module for fluent reading skills based on the theory of multiple intelligences is declared feasible to use.

The resulting learning module is effective enough to be used by slow learners to learn to read as a learning resource to practice alphabet identification skills and have implications for fluency in reading fluently. This is supported by the results of an increase in word reading accuracy scores with an average pre-test score of 79% and after the post-test increased to 92.6%. Based on the increase in the score obtained, the average gain value obtained by each student is included in the "Appropriate enough" category. Therefore, the learning module is considered quite effective as a teaching material to improve fluent reading skills for students who are slow to learn to read.

#### **AUTHOR CONTRIBUTION STATEMENT**

This research was conducted by Gaby Arnez and evaluated by Ishartiwi.

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