

Enhancing Arabic Reading Skills: A Prezi Program-Based Learning Material Development for Integrated Islamic Elementary Schools in Indonesia

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ABSTRACT

This study addresses the challenge of enhancing Arabic language learning through the development of engaging learning materials using Prezi software. Combining qualitative and quantitative approaches within the Research and Development (R&D) methodology, the study progresses through stages including needs identification, expert consultations, and model development. Implemented in a fifth-grade class, the model underwent testing using a pretest-posttest Control Group design, demonstrating significant improvements in students' reading comprehension ($t_0=4.6$, exceeding critical t-value at 99% confidence level). Recommendations highlight the importance of Arabic language schools embracing technology, with tailored training for teachers and the utilization of programs like Breasy for material development. Emphasis is placed on optimizing learning media to foster student engagement, with implementation strategies focused on enhancing teacher proficiency and promoting active student participation in elementary Arabic language instruction.

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Introduction

Arabic is a language that encompasses four fundamental skills: listening, speaking, reading, and writing (Aburezeq, 2020; Amrullah, 2021; Aprianto et al., 2020; Atashian & Al-Bahri, 2018; Barnabas et al., 2019; Hasibuan & Fitriani, 2023; Ilmiani et al., 2021; Kiliç, 2021; Linur & Mubarak, 2022; Ritonga et al., 2022). In this research, the focus will be on the reading skill. Reading is not merely stringing letters or words together (Fatmawati, 2019; Qomariyah et al., 2021; Sytsma et al., 2019); it is the ability to comprehend and interact with the text. It involves thought and effort to understand the information being read. As Rusydi Ahmad Thu'aimah expressed, reading is the foundation of reflective thinking, encompassing various

forms of thinking such as evaluation, assessment, analysis, justification, and problem-solving (Asbarin et al., 2022).

In the process of teaching reading skills, the use of instructional media becomes imperative. Instructional media can include various objects within the classroom used to motivate effective learning, either by direct teaching or through computers and screens, with the condition that the teacher prepares all media before teaching and agrees to use them according to specific objectives (Alobaid, 2020; Ilmiani et al., 2020; حسين, ٢٠٢٤).

In the modern era, the majority of teachers integrate technology into the learning process. According to data released by Microsoft on February 18, 2016, 95% of teachers are aware of the importance of technology in the learning process (Center, 2016). They believe that technology is highly beneficial in enhancing the learning experience, improving the efficiency of teaching hours, and enabling better communication between teachers and students.

Technology is evidence of human knowledge advancement, involving the development of machines and devices that aid in overcoming various problems (Abdallah & Mansour, 2015; Bakar et al., 2019; Bedenlier et al., 2020; Smaldino et al., 2014). In the context of Arabic language education, technology becomes a tool that can enhance the quality of teaching (Albantani, 2019; Armawi, 2018; Ilmiani et al., 2020), especially in the development of reading skills.

The effectiveness of current education is often hindered by various issues, including lack of teacher preparation, student motivation, low enthusiasm for learning, and other problems (Bariyah, 2020; Falah, 2017; Munawwaroh, 2021; Nurtresnaningsih, 2018; Rahmawati & Febriani, 2021). The utilization of technology-based instructional media during the learning process can be a step to overcome these challenges, as instructional media can be a crucial element in making learning more engaging, especially when teachers can use technology to design appropriate instructional media.

Barisan Indah Integrated Islamic Elementary School in Sampang (SD IT Al-Faizin Barisan Indah Sampang), Madura, Indonesia is one of the elementary schools located in the city center. The majority of students come from families with a good reputation, and most of them reside in the Barisan Indah Sampang housing complex, indicating an educated family background. However, preliminary data obtained by the researcher from observations and interviews indicate that students' learning outcomes in Arabic language subjects do not meet expectations. Although their performance in other subjects such as English, science, and mathematics is excellent, their Arabic language learning outcomes are not proportional. Further

research involving interviews with Arabic language teachers at this school indicates that students tend to be lazy in learning Arabic due to a lack of interest.

In fact, the journey of teaching Arabic language skills at this school tends to be successful, especially in teaching speaking skills. The school uses game-based language teaching methods and dramatization mentioned in speaking skill learning. In this way, students enjoy the learning process, as the school successfully overcomes their boredom with dramatization, making them take the learning process seriously. An example is in teaching listening skills. The school utilizes Arabic language videos and sounds, as well as language games. When it comes time to teach listening skills, students are excited. Thus, students can achieve listening skill outcomes as expected by the school.

However, challenges arise in teaching reading skills. Students tend to be lazy when facing reading learning because the school does not successfully utilize instructional media. Learning materials are presented as they appear in the book without decoration or modification using computer programs. However, reading skills learning materials written in the book require decoration to make them interesting and create an engaging learning process. This is an area where the school has not succeeded in utilizing instructional media effectively.

Therefore, the researcher intends to address this issue by developing learning materials using software called Prezi. Prezi is a computer program designed by the Prezi company and can be accessed through the link <http://www.prezi.com> (*Presentations and Videos with Engaging Visuals for Hybrid Teams | Prezi Present*, n.d.). The researcher wants to try to develop reading skills learning materials to be more interesting using Prezi. By doing this, the researcher hopes to increase students' interest in learning Arabic and improve their learning outcomes.

Based on the background of the research explained above, the researcher formulates the problems as follows: 1. How to develop reading skills learning materials using the Prezi program at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia?, 2. To what extent is the effectiveness of developing reading skills learning materials using the Prezi program at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia?.

The previous studies examined by the researcher encompass various approaches to enhancing Arabic language teaching methods: *first*, Jatmiko et al research in 2013 explores the development of Arabic language teaching methods utilizing Flash 8 multimedia software, with a focus on overlay lessons. Jatmiko et al employs five development procedures: analysis, planning, production, implementation, and evaluation (Jatmiko et al., 2013). The novelty of the upcoming study lies in the utilization of different software and research location compared to Jatmiko's work. *Second*, Tajuddin's study in 2017 centers on the development of Arabic language teaching methods for fifth-grade elementary school students, incorporating

multimedia elements to enhance listening, speaking, reading, and writing skills (Tajuddin, 2017). Despite providing comprehensive multimedia methods, specific details regarding the research location are lacking. The novelty of the forthcoming research will be highlighted through the exploration of a different educational setting and the introduction of a new multimedia tool, Prezi. *Third*, Sirojuddin's investigation in 2014 investigates the use of the 3D Aurora program as a teaching aid for Arabic language instruction in a public high school in Al-Yasini, Pasuruan. Targeting seventh-grade students, Tutor's research demonstrates the suitability of the 3D Aurora program for teaching Arabic language, particularly in the "family" subject area (Sirojuddin, 2014). The novelty of the upcoming study will stem from the introduction of a distinct teaching tool, Prezi, and its application in Arabic language education.

Method

Research Design

The research method applied in this article combines qualitative and quantitative approaches, utilizing the Research and Development (R&D) methodology (Winarni, 2021). The study focuses on developing reading skills learning materials based on the Prezi program, with the primary objective of creating and testing the effectiveness of the materials in the fifth-grade class of the SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia.

Data Collection Techniques

The research and development approach involves a series of stages. The initial stage includes the identification of needs and an analysis of reading learning, followed by discussions with computer and learning material experts. Subsequently, the development of the reading skills learning model using the Prezi program takes place, with iterations through correction and revision stages. The model is implemented in the fifth-grade class, followed by effectiveness testing using a pretest-posttest Control Group design.

The research steps encompass observing reading learning, analyzing needs, and discussions with Arabic language teachers, as well as developing the learning model and revisions. Questionnaires are distributed to analyze student needs before the research, and the implementation of the model is followed by the collection of pretest-posttest data (Winarni, 2021).

Research instruments involve observing learning activities, conducting interviews with Arabic language teachers, distributing questionnaires to measure student needs, and administering pretest-posttest exams to measure student learning outcomes. Primary data are obtained through observations of the Arabic language learning process at SD IT Al-Faizin

Barisan Indah Sampang, Madura, Indonesia, supported by additional data from documents such as schedules, attendance records, and the curriculum.

Data Analysis Techniques

Data analysis is conducted holistically by combining qualitative and quantitative data. Descriptive statistics are used for pretest-posttest results, while content analysis is employed for qualitative data from observations and interviews. Through this method, the research aims to make a significant contribution to the development of innovative reading skills learning materials using the Prezi program. The research stages, from problem identification to data analysis, are elaborated in detail to ensure clarity and transparency in this research methodology.

Result

In this research, the researcher will present the research findings on the development of reading skills learning materials using the Prezi program (PREZI). Therefore, the researcher will present the research data and analyze it, then discuss it until the researcher can achieve the expected research results.

This research is divided into two parts: (1) How to develop reading skills learning materials using the Prezi program (PREZI), and (2) How effective is the development of reading skills learning materials using the Prezi program (PREZI). Furthermore, the researcher will present the data from observations, interviews, and questionnaires.

The researcher observed the process of teaching reading skills on September 13, 2017, and obtained the following data:

Table 1
Observation Result

No	Observation Points			Observation Results
1	Curriculum			Using the 2013 curriculum in the teaching process.
2	Reading Objectives	Skill	Learning	Teaching reading skills with the main goal of improving Arabic pronunciation ability and expanding students' vocabulary.
3	Reading Materials	Skill	Learning	Teachers use Arabic language books based on the 2013 curriculum.
4	Facilities and Infrastructure			The school provides various facilities and infrastructure, such as computers, buildings for learning, libraries, laboratories, and student residences.
5	Learning Media			The teacher uses the whiteboard as the main medium and large paper and a dictionary as teaching materials. Does not use electronic media such as computers due to resource limitations.

The researcher conducted interviews with the school principal and Arabic language

teacher on September 25, 2017, and obtained the following data:

Table 2
Interview Results with the School Principal

No	Data	Data Explanation
1	Student Interest in Reading Learning	This school focuses on the development of the Arabic language, and students tend to be enthusiastic about learning Arabic, except in reading skills learning.
2	Specific Goals for Reading Learning	Same as explained in the observation results, the main goal is to improve students' Arabic pronunciation ability and expand their vocabulary.
3	Difficulties in Reading Learning	In fact, the Arabic language school does not have difficulties in the teaching process, except in teaching reading skills.

Table 3
Interview Results with the Arabic Language Teacher

No	Data	Data Explanation
1	Reading Skill Teaching Method	The school receives reading skill teaching materials as written in the prescribed book.
2	Learning Media	The school uses the book as the primary source, and sometimes the whiteboard to write words.
3	Student Proficiency in Reading Learning	A few students have the ability to read correctly, while most students have difficulty reading correctly.
4	Difficulties in Reading Learning	The teacher faces difficulties in teaching reading skills, such as difficulty making students focus on what has been explained so that they do not understand the material (2) difficulty in multiplying attractive teaching methods and learning media for the process of teaching reading skills (3) difficulty in utilizing the screen, meaning she feels difficult to decorate the material.

The researcher gave questionnaires to 40 fifth-grade students on October 2, 2017. The questionnaire consists of ten questions with five choices of answers: strongly agree, agree, unsure, disagree, and strongly disagree. The following is the data obtained by the researcher:

Table 4
Questionnaire Results

No	Questions	Choices	Number of Students	Student Results
1	Teaching methods used in reading skills learning are varied	Strongly Agree	0	0
		Agree	2	8
		Unsure	13	39
		Disagree	24	48
		Strongly Disagree	1	1
2	The teacher does not use learning media	Strongly Agree	8	40

No	Questions	Choices	Number of Students	Student Results
	when teaching reading skills	Agree	22	88
		Unsure	6	18
		Disagree	3	6
		Strongly Disagree	1	1
3	Assessment is done every lesson	Strongly Agree	0	0
		Agree	0	0
		Unsure	12	36
		Disagree	18	36
		Strongly Disagree	10	10
4	Arabic language lesson books are interesting	Strongly Agree	0	0
		Agree	1	4
		Unsure	3	9
		Disagree	29	58
		Strongly Disagree	7	7
5	Difficulty reading the text for teaching reading skills in Arabic language lesson books	Strongly Agree	24	120
		Agree	2	8
		Unsure	4	12
		Disagree	3	6
		Strongly Disagree	7	7
6	I like learning Arabic	Strongly Agree	40	200
		Agree	0	0
		Unsure	0	0
		Disagree	0	0
		Strongly Disagree	0	0
7	I feel excited when learning speaking skills	Strongly Agree	32	160
		Agree	1	4
		Unsure	1	3
		Disagree	4	8
		Strongly Disagree	2	2
8	I feel excited when learning listening skills	Strongly Agree	33	165
		Agree	2	8
		Unsure	4	12
		Disagree	1	2
		Strongly Disagree	0	0
9	I feel excited when learning writing skills	Strongly Agree	29	145
		Agree	3	12
		Unsure	5	15
		Disagree	3	6
		Strongly Disagree	0	0

No	Questions	Choices	Number of Students	Student Results
10	I feel excited when learning reading skills	Disagree		
		Strongly Agree	2	10
		Agree	2	8
		Unsure	4	12
		Disagree	31	62
		Strongly Disagree	1	1

Based on the results of the above questionnaire, the researcher identified students' needs related to the process of learning reading skills. (A) 48% of students agreed that teaching methods used in reading skills are varied. (B) 76.5% of students agreed that the teacher did not use learning media when teaching reading skills. (C) 41% of students agreed that assessment is done every lesson. (D) 39% of students agreed that Arabic language lesson books are interesting. (E) 76.5% of students feel difficulty in reading the text for teaching reading skills in Arabic language lesson books. (F) 100% of students stated that they like learning Arabic. (G) 88.5% of students feel excited when learning speaking skills. (H) 93.5% of students feel excited when learning listening skills. (I) 89% of students feel excited when learning writing skills. (J) 46.5% of students feel excited when learning reading skills.

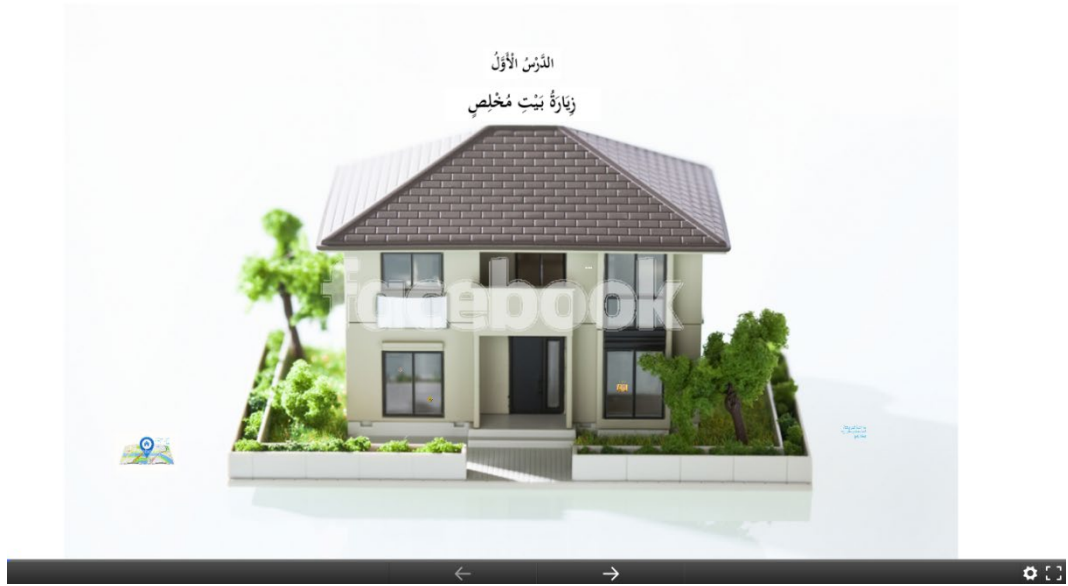
Therefore, based on the results of the student questionnaire, the researcher concluded that the main problem in the process of learning reading skills lies in the instructional material, as many students find it difficult to read the text in Arabic language lesson books. Therefore, the researcher developed reading skills learning materials using the Prezi program.

Characteristics of the Reading Skills Teaching Material Using Prezi (PREZI)

The researcher conducted observations and interviews with the Arabic language teacher to analyze the problems in teaching reading skills for the fifth grade at the SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia. The findings include: (1) More students show enthusiasm for learning reading skills using educational tools displayed on the screen, presenting educational materials in an attractive manner, utilizing auditory and visual methods, and a direct teaching approach. (2) Students do not feel bored in the process of learning reading skills when using appropriate educational tools such as the presentation of decorated educational materials.

The researcher develops a reading skills teaching material using Prezi (PREZI) with the following characteristics: (1) The researcher develops the reading skills teaching material using Prezi (PREZI) on various topics, including:

(غرفة الجلوس و المذاكرة)



Page 2

(في الحديقة)



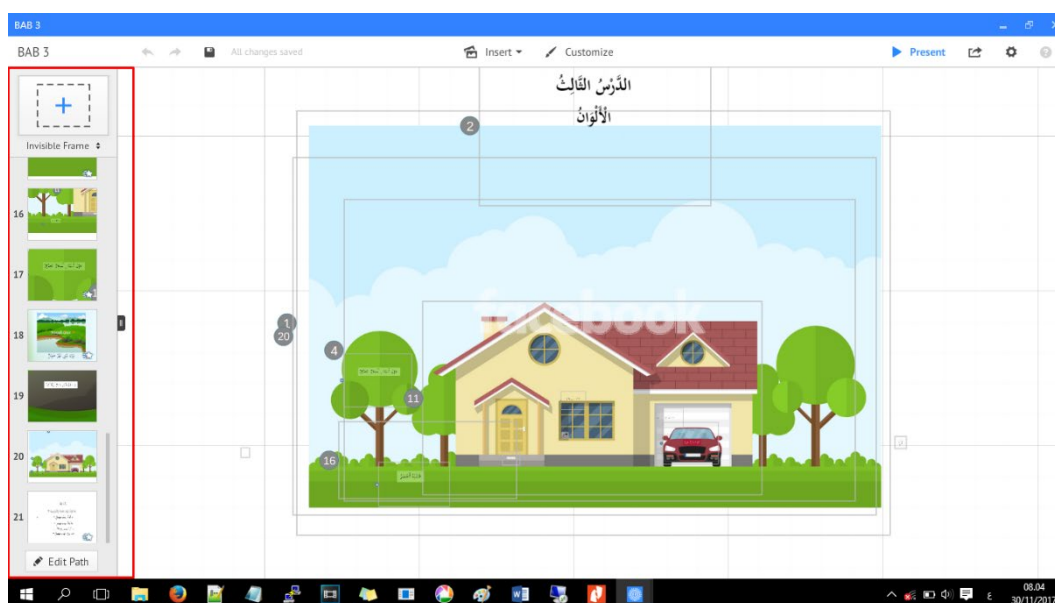
Page 3

(الألوان)



(2) Each presentation consists of at least twenty slides.

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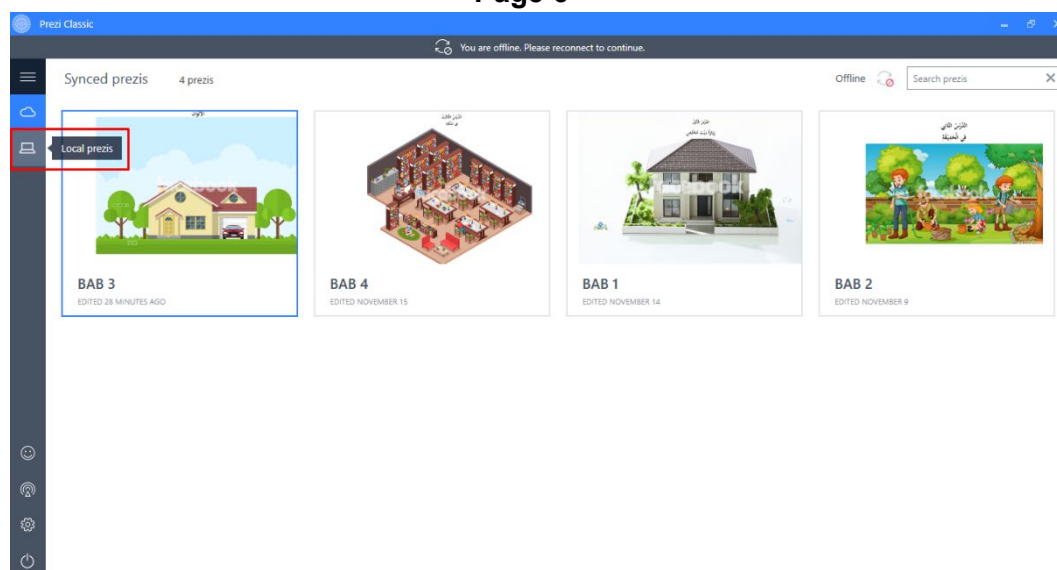
(3) Writing appropriate vocabulary for the topic.

Page 5

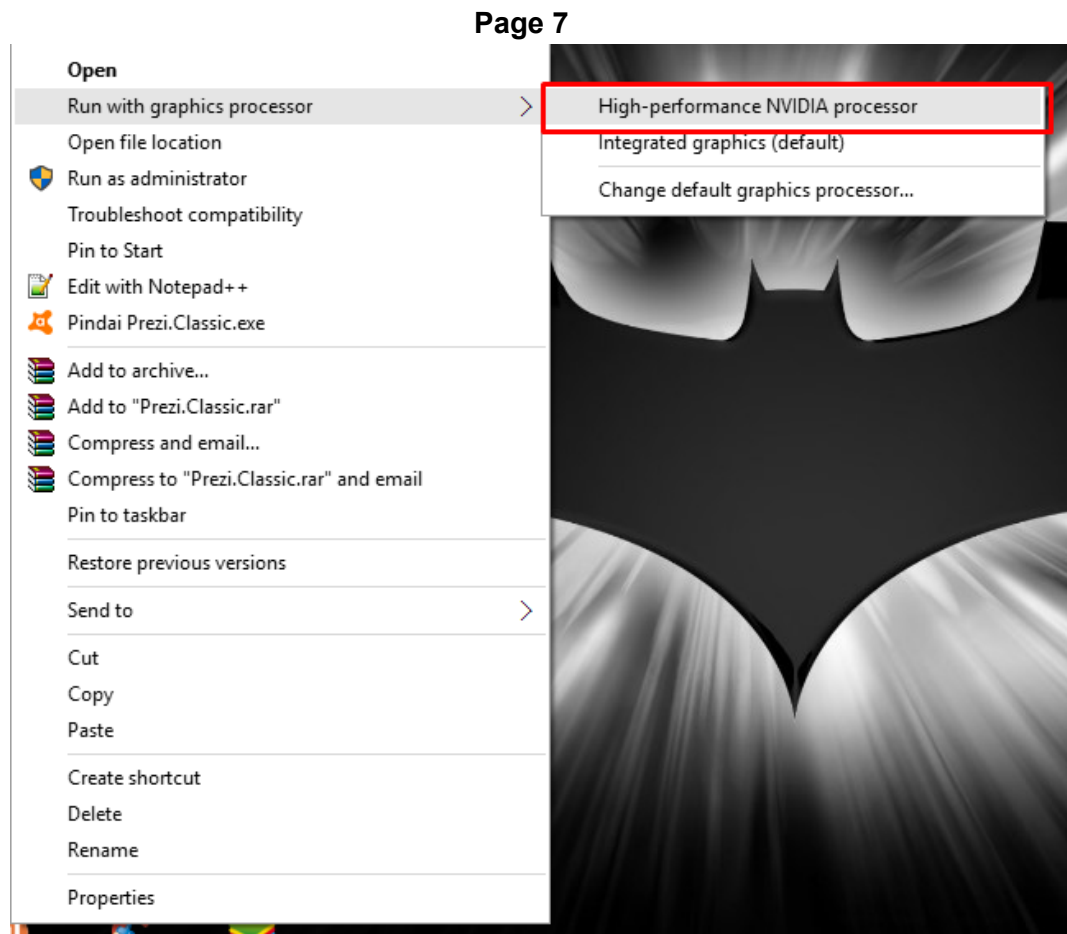
المُفْرَدَات	
Panjang	طَوِيلٌ
Bersih	نَظِيفٌ
Luas	وَاسِعٌ
Pintar	مَاهِرٌ
Rapi	مُرْتَبٌ
Halaman	سَاحَةٌ
Kebun	بُسْتَانٌ

(4) Writing segmented texts for reading skills material to facilitate students in correct reading. For example, the researcher breaks down the long text into several segments from the text "My name is Fawzan, and I am a student at the elementary school. This is my friend, his name is Mukhlis. He is an active student and a good boy. His father is a doctor, and his mother is a teacher." The researcher divides this text into multiple segments: "My name is Fawzan," "and I am a student at the elementary school," "This is my friend, his name is Mukhlis," "He is an active student," "and a good boy," "His father is a doctor," "and his mother is a teacher." (5) Identifying clear topics for each slide. (6) Zooming in and out of the canvas to display segmented reading skills texts. (7) The researcher uses the "Traditional Arabic" font for text writing. (8) The images match the content of the material for each topic. (9) The researcher utilizes local save for computer storage.

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(10) The researcher utilizes Nvidia graphics for running the Prezi program.



Quality of Reading Skills Teaching Material Using Prezi (PREZI)

This research falls under the category of developmental study, where the researcher is developing a reading skills teaching material using Prezi (PREZI). The researcher, an expert in computer programs, and specialists in reading skills education, namely Dr. Hajj Tawfiq Al-Rahman, with a master's degree, and Dr. Hajj Aurel Baharuddin, with a master's degree, collaborate to achieve results in verifying and improving the developed reading skills teaching material using the Prezi (PREZI) program for fifth-grade students at the SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia. The results are as follows:

Table 5

Evaluation Measurement

Very Poor	1
Poor	2
Good	3
Very Good	4

Table 6

Result of Program Expert Verification					
No	Assessment Items	Assessment Score			
		4	3	2	1
Program Quality					
1	Ease of use of Prezi program	✓			
2	Effectiveness of Prezi program in teaching reading skills		✓		
Design of Visuals					
3	Attractiveness of images	✓			
4	Compatibility of images with chunked reading	✓			
5	Compatibility of animated graphics with content	✓			
6	Appropriateness of font type in the presentation	✓			
Operating System of Prezi Program					
7	Clarity of text in Prezi	✓			
8	Appropriateness of presenting reading skill materials in Prezi canvas	✓			
9	Ease of use of Prezi program		✓		

Table 7
Result of Reading Skills Education Material Expert Verification

No	Assessment Items	Assessment Score			
		4	3	2	1
1	Attractiveness of the educational material presented with Prezi	✓			
2	Clarity of the material content	✓			
3	Clarity of the material presentation	✓			
4	Appropriateness of the vocabulary in the educational material	✓			
5	Accuracy of the vocabulary usag		✓		
6	Suitability of the questions in the material		✓		
7	Diversity in the form of questions		✓		
8	Ease of understanding the material by students	✓			

The researcher received a very good score of 7, indicating excellence in aspects such as image attractiveness, suitability of images for segmented reading, appropriateness of

animated graphics, font type suitability, presenting reading skills material clarity in the Prezi canvas, and text clarity in Prezi. The researcher also achieved a good score of 2 in terms of the effectiveness of the Prezi program in teaching reading skills and the ease of use of the Prezi program. Overall, the indicators were met at a rate of 77.77%.

From the expert in reading skills education, the researcher received a very good score of 5, indicating excellence in aspects such as the attractiveness of the material presented in Prezi, clarity of material content, clarity of material presentation, suitability of vocabulary in educational material, and ease of understanding the material by students. The researcher also received a good score of 3 in terms of the accuracy of vocabulary writing, suitability of questions in the material, and diversity in question formats, achieving an overall rate of 72.5%.

Based on the previous scores, the experts unanimously agreed on the verification and improvement of the developed reading skills teaching material using the Prezi (PREZI) program, earning a very good rating for fifth-grade students at the SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia.

Effectiveness of Teaching Reading Skills Using Prezi (PREZI) for Fifth Grade Students at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia

To assess the effectiveness of teaching reading skills using Prezi (PREZI), the researcher conducted an analysis of the pre-test results for both the control and experimental groups in teaching reading skills for the fifth grade at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia.

Table 8
Pre-Test Results for the Control Group

Number	Student Names	Score
1	Ahmed Mutawakkil	65
2	Ahmed Rahadian	70
3	Amanda Safrat al-Zahraa	60
4	Ana Rizqiyah al-Lail	70
5	Aziza Fairoz	75
6	Dimas Nur Rahma	65
7	Fatra Zaki Susanto	65
8	Farhan Daiman	55
9	Hanif Faqihuddin	70
10	Irshad Yusuf	70
11	Hameera Azat al-Nisaa	65
12	Lina	65
13	Muftah al-Rizq	75
14	Neila Kamalia	70
15	Neila Saftari	60
16	Neila Zahra Zafira	60
17	Noor Shyanda	70
18	Noor Laili Amani	60
19	Rama Fath al-Razi	65

Number	Student Names	Score
20	Rafa Sahya Muhammad	60
Total		1315

Table 9
Percentage of Pre-Test Results for the Control Group

Number	Score Range	Number of Students	Grade	Percentage
1	95 – 100	0	Excellent	-
2	75 – 94	2	Very Good	10%
3	65 - 74	12	Good	60%
4	55 - 64	6	Passable	30%
5	10 - 54	0	Weak	-
Total		20		100%

To explain the distribution of results from the pre-test for students in the control group, as presented by the researcher, it is evident that students' abilities in the reading material are 10% at a very good level, 60% at a good level, and 30% at a passable level. To determine the adjusted result, the researcher used the following formula: Adjusted Score: (Total Scores) / (Total Students) X 100% = 1315 / 20 X 100% = 6.57.

From the result of the equation above, according to the standard used in this research, we know that the ability of students in the control group in the reading skills subject in the pre-test is at a "Pass" level because their average score is 6.57.

Table 10
Pre-Test Results for the Experimental Group

Number	Student Names	Score
1	Zabrigal Af Hasbi	65
2	Rifal Jaya Fadhila	80
3	Azaddin Firdaus	65
4	Dewi Anisa Rahma Syifa	70
5	Rabi Duwam Hidayah	70
6	Jahan Asila	60
7	Mersilino Hadi	70
8	Akbar Rabbani	60
9	Muhammad Akbar Fukri	65
10	Yanuar Reditya	75
11	Rizaldi Prakoso	80
12	Vika Herlinda	80
13	Alfinah Harirah Tamalia	70
14	Rashed Wiyono	60
15	Syria Ramadan	60
16	Tawfiq al-Rahman	60
17	Rahma Hidayah	75
18	Fajr Islam	60
19	Sufyan Maulana	60

Number	Student Names	Score
20	Hadiyatullah Wibowo	60
Total		1345

Table 11
Percentage of Pre-Test Results for the Experimental Group

Number	Score Range	Number of Students	Grade	Percentage
1	95 – 100	0	Excellent	0%
2	75 – 94	5	Very Good	25%
3	65 – 74	7	Good	35%
4	55 – 64	8	Acceptable	40%
5	10 – 54	0	Weak	0%
Total		20		100%

To explain the distribution of results from the pre-test for students in the experimental group, as presented by the researcher, it is evident that students' abilities in the reading material are 5% at an excellent level, 25% at a very good level, 35% at a good level, and 40% at a passable level. To determine the adjusted result, the researcher used the following formula: Adjusted Score: (Total Scores) / (Total Students) X 100% = 1345 / 20 X 100% = 6.72

From the result of the equation above, according to the standard used in this research, we know that the ability of students in the experimental group in the reading skills subject in the pre-test is at a "Pass" level because their average score is 6.72. Results of the Post-Test for Students in the Control and Experimental Groups in Teaching Reading Skills for the Fifth Grade at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia.

Table 12
Post-Test Results for the Control Group

Number	Student Names	Score
1	Ahmed Mutawakkil	65
2	Ahmed Rahadian	75
3	Amanda Safrat al-Zahraa	60
4	Ana Rizqiyah al-Lail	75
5	Aziza Fairoz	75
6	Dimas Nur Rahma	60
7	Fatra Zaki Susanto	65
8	Farhan Daiman	65
9	Hanif Faqihuddin	70
10	Irshad Yusuf	75
11	Hameera Azat al-Nisaa	65
12	Lina	70
13	Muftah al-Rizq	75
14	Neila Kamalia	75
15	Neila Saftari	65
16	Neila Zahra Zafira	60

Number	Student Names	Score
17	Noor Shyanda	75
18	Noor Laili Amani	65
19	Rama Fath al-Razi	65
20	Rafa Sahya Muhammad	70
Total		1370

Table 13

Percentage of Post-Test Results for the Control Group

Number	Score Range	Number of Students	Grade	Percentage
1	95 – 100	0	Excellent	0%
2	75 – 94	7	Very Good	35%
3	65 – 74	13	Good	65%
4	55 – 64	0	Acceptable	0%
5	10 – 54	0	Weak	0%
Total		20		100%

To explain the distribution of results from the post-test for students in the control group, as presented by the researcher, it is evident that students' abilities in the reading material are 35% at a very good level and 65% at a good level. To determine the adjusted result, the researcher used the following formula: Adjusted Score: (Total Scores) / (Total Students) X 100% = $1370 / 20 \times 100\% = 6.85$.

From the result of the equation above, according to the standard used in this research, we know that the ability of students in the control group in the reading skills subject in the post-test is at a "Good" level because their average score is 6.85.

Table 14

Post-Test Results for the Experimental Group

Number	Student Names	Score
1	Zabrigal Af Hasbi	85
2	Rifal Jaya Fadhila	90
3	Azaddin Firdaus	85
4	Dewi Anisa Rahma Syifa	75
5	Rabi Duwam Hidayah	85
6	Jahan Asila	75
7	Mersilino Hadi	85
8	Akbar Rabbani	75
9	Muhammad Akbar Fukri	85
10	Yanuar Reditya	90
11	Rizaldi Prakoso	80
12	Vika Herlinda	85
13	Alfinah Harirah Tamalia	95
14	Rashed Wiyono	85
15	Syria Ramadan	90
16	Tawfiq al-Rahman	90

Number	Student Names	Score
17	Rahma Hidayah	90
18	Fajr Islam	75
19	Sufyan Maulana	85
20	Hadiyatullah Wibowo	80
Total		1690

Table 15
Percentage of Post-Test Results for the Experimental Group

Number	Score Range	Number of Students	Grade	Percentage
1	95 – 100	1	Excellent	5%
2	75 – 94	19	Very Good	95%
3	65 – 74	0	Good	0%
4	55 – 64	0	Acceptable	0%
5	10 – 54	0	Weak	0%
Total		20		100%

To explain the distribution of results from the post-test for students in the experimental group, as presented by the researcher, it is evident that students' abilities in the reading material are 5% at an excellent level, 70% at a very good level, and 25% at a good level. To determine the adjusted result, the researcher used the following formula: Adjusted Score: (Total Scores) / (Total Students) X 100% = 1690 / 20 X 100% = 8.45.

From the result of the equation above, according to the standard used in this research, we know that the ability of students in the experimental group in the reading skills subject in the post-test is at a "Very Good" level because their average score is 8.45.

Table 16

Analysis of Pretest and Posttest Results for Students of the Control and Experimental Groups at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia

Number	Pretest	Posttest	Difference Between Pretest and Posttest (D)	D²
Control Group Students				
1	65	65	0	0
2	70	75	5	25
3	60	60	0	0
4	70	75	5	225
5	75	75	0	0
6	65	60	5	225
7	65	65	0	0
8	55	65	10	100

Number	Pretest Posttest		Difference Between Pretest and Posttest (D)	D ²
9	70	70	0	0
10	70	75	5	25
11	65	65	0	0
12	65	70	5	25
13	75	75	0	0
14	70	75	5	25
15	60	65	5	25
16	60	60	0	0
17	70	75	5	25
18	60	65	5	25
19	65	65	0	0
20	60	70	10	100
Experimental Group Students				
1	65	85	20	400
2	80	90	10	100
3	65	85	20	400
4	70	75	5	25
5	70	85	15	225
6	60	75	15	100
7	70	85	15	225
8	60	75	15	225
9	65	85	20	400
10	75	90	15	225
11	80	80	0	0
12	80	85	5	25
13	70	95	15	225
14	60	85	15	225
15	60	90	30	900
16	60	90	30	900
17	75	90	15	225
18	60	75	15	225
19	60	85	25	625
20	60	80	20	400
Total	2660	3055	385	6900

To calculate tt:

$$\frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{385}{40}$$

$$Md = 9,63$$

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{9.63}{\sqrt{\frac{6900}{40(40-1)}}}$$

$$t = \frac{9.63}{\sqrt{\frac{6900}{40(39)}}}$$

$$t = \frac{9.63}{\sqrt{\frac{6900}{1560}}}$$

$$t = \frac{9.63}{\sqrt{4.42}}$$

$$t = \frac{9.63}{2.1}$$

$$t = 4,6$$

After the researcher completed the analysis using the t-test, the researcher obtained the result of 4.6. Subsequently, the researcher searched for the degrees of freedom (df) using the formula $df=n-1$ before interpreting the result. So, $df=40-1=39$. Afterward, the researcher focused on the result of $df=39$ in the t-table at the 99% level, which is 2.83. After comparing the researcher's result $t(=4.6)$ with the t result in the t-table (2.83 at 99% level), the researcher learned that the t result was greater than the t result in the table.

Based on the results obtained from the posttest, the researcher found that the calculated t-value ($t_o=4.6$) in this study was greater than the critical t-value at the 99% level ($t_t=2.83$). Thus, the researcher concluded that the null hypothesis was accepted.

This means that the materials for teaching advanced reading skills using Breezi are effective in the process of teaching reading skills and are suitable to be used as educational materials for students at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia.

Discussion

In this research, the author discusses the data obtained during the study, comprising three components: (1) the process of developing reading skills material using Prezi, (2) specifications of the enhanced reading skills material with Prezi, and (3) the reading skills material enhanced with Prezi.

The researcher utilized the Prezi program to develop the reading skills material for the fifth grade at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia. The research proceeded through five stages: observing the teaching of reading skills and analyzing needs, discussing with the Arabic language teacher, planning and designing production, developing the production and obtaining expert validation, application and model, and final correction and production. The needs analysis involved collecting information on the teaching of reading skills and its challenges from various sources, including the school principal, Arabic language teacher, and fifth-grade students at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia. Data were gathered through observation, interviews, and distributing questionnaires to the three sources.

The obtained data revealed that students showed reluctance in learning reading skills due to the school's reliance on traditional methods. The school directed students to read books directly without embellishing the written reading materials in the books, neglecting the need for engaging educational content. Despite this, students were capable of achieving good educational results. The main problem lay in the instructional materials provided in the prescribed textbooks. The school could benefit from utilizing educational resources like screens, but the issue was presenting the material without making it engaging (Falah, 2017; Nurtresnaningsih, 2018). The researcher aimed to address this problem by developing educational materials using the Prezi program.

After analyzing the problem and needs, the researcher sought relevant references and focused on developing reading skills materials using the Prezi program. The development involved transforming the reading material into interactive texts to facilitate students in comprehending the content. Upon completing the development, the researcher presented the enhanced reading skills materials to experts for validation. The materials were presented to Dr. Hajj Aurel Berhadin for the validation of reading skills materials and to Dr. Tawfiq Al-Rahman for the validation of the Prezi program. The validation results were 72.5% for reading skills materials and 77.77% for the Prezi program. Following validation, the researcher implemented

the developed materials in the fifth grade at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia, dividing the class into control and experimental groups. As indicated in the data analysis, the researcher found that the t-value ($t_o = 4.6$) was greater than the critical t-value ($t_t = 2.83$) at the 99% level. This result indicated the effectiveness of the enhanced reading skills materials using Prezi. Therefore, this study validates previous researches (Duffy et al., 2015; Hartini et al., 2017; Strasser, 2014), recommending the use of Prezi as an effective learning media.

Conclusion

This research focuses on developing reading skills teaching materials using the Breasy program for fifth-grade students at SD IT Al-Faizin Barisan Indah Sampang, Madura, Indonesia. The study outlines a five-step procedure for material development, encompassing needs analysis, production planning, design, validation by experts, implementation, modeling, correction, and final production. Test results indicate the effectiveness of these materials, with a calculated t-value (t_o) of 4.6 surpassing the critical t-value at a 99% confidence level (2.83), signifying a significant improvement in students' reading comprehension.

Research recommendations emphasize the importance of Arabic language schools understanding and utilizing technology, particularly computer software, in instruction. Teachers should receive training to implement technology effectively. Schools are encouraged to develop materials, especially for reading skills, using programs like Breasy, tailored to students' needs and teachers' abilities. Moreover, optimizing learning media is crucial to prevent student boredom during the learning process. Implementation suggestions focus on enhancing teacher skills, promoting active student participation, and serving as a practical reference for integrating computer programs like Breasy into Arabic language instruction for elementary school students.

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