

The Development of Supplementary Book Based on Direct Reading-Thinking Activities to Increase the Intensive Reading Learning Outcomes

Rizki Agnestria
Universitas Negeri Surabaya
Surabaya, Indonesia
key.agnes@gmail.com

Kisyani Laksono
Universitas Negeri Surabaya
Surabaya, Indonesia
kisyani@unesa.ac.id

Abstract—The aim of this research is to develop a supplementary book based on Direct Reading – Thinking Activities (DRTA) to increase the intensive reading learning outcomes of the fourth-grade elementary school. This research refers to the four-D model that consists of defining, designing, developing, and disseminating. However, this research only goes to the development stage without dissemination stage because it is only used in the trial class. The data analysis was done by using a quantitative-qualitative combination description technique sequentially. The development results include the learning needs maps, and the draft book from designing stage, and the final model of the supplementary book from developing stage. The quality of the supplementary book was assessed from the materials, language, presentation, and charts component. Each component is categorized as very feasible. The observation results of teacher’s activities, teacher’s response, students’ activities, and students’ responses are very good. The development of supplementary book based on DRTA can increase the intensive reading learning outcomes in fourth-grade students of elementary school.

Keywords— *Direct Reading, Thinking Activities, intensive reading, supplementary book development*

I. INTRODUCTION

In Indonesian language learning at elementary school, there are four aspects of language skills; listening, speaking, reading, and writing skills. Reading is a structure of cooperative actions from several skills such as observing, understanding, and thinking. In the scope of formal education, every student is required to have the adequate reading ability. By this ability, students can absorb the knowledge that they have learned easily. The increase of students’ reading ability should be accompanied by the improvement of reading comprehension skill. The most appropriate skill of understanding a text is through intensive reading.

When the students read, sometimes there were students who talk or even play each other. They think that reading is a tedious and very unimportant activity. Then the teacher will ask the students, “do you finish your reading?”. After that, the teacher will ask the students to answer the

questions about the text. The student’s answer is prepared as a value for the quality of their reading skill. From the observation result, it was found that almost 70% of 20 students in the fourth-grade was below the average score. To support the students’ intensive reading ability, other supporting books are needed beside the students’ books published by the government. The most appropriate supporting book is the supplementary book. The learning strategies in the curriculum 2013 should be accommodated with cooperative learning. In the cooperative learning, there are some strategies that can help the students’ learning process, one of them is Directed Reading-Thinking Activities (DRTA). The DRTA strategy can encourage the students to develop their thinking skills through reading skills [1]. This strategy is suitable for improving students’ intensive reading ability.

Intensive reading is a part of silent reading, that most people spend the reading in a silent way. Intensive reading skills can be developed through the given example by the teachers about how to read regularly. In the activities the teachers also need to guide the students to think critically in understanding the content. Critical thinking activities in understanding the content can be done by school-age children. This is reinforced by Florea’s opinion, “young school children are able to operate abstract things and think critically” [2].

The suggested thinking activities in the intensive reading activity are in accordance with Aloqaili’s opinion, “the literature reveals an agreement between theorists and researchers that there is a strong relationship among reading comprehension, critical thinking, and prior knowledge” [3]. This indicates that the intensive reading activity needs direct thinking activity from the students so that the goal can be achieved optimally. This is also supported by Agnestria’s opinion that there is an effect of DRTA strategy to the intensive reading learning outcomes of fourth-grade students. After the reading activity is applied, students become focused more on the text and able to understand and answer the questions appropriately [4].

In teaching reading, we cannot reject any of the two processes. They are reading strategies and reading skill.

Successful readers need to be aware of both processes and able to operate them. We can consider their relation as the two faces of a coin, since skills are strategies that have become automatic through practice whereas strategies 'are skills under consideration' [5].

One of the learning forms of reading and language skill in Primary School as an effort to optimize the reading comprehension is to use DRTA strategy. This is in accordance with Hashemi's opinion, that "the DRTA has proved to be a successful strategy in teaching reading comprehension; nevertheless, it should be noted that the teachers do not need to stick to the hard and fast rules of the Directed Reading-Thinking Activities which mostly focus on prediction" [6]. The relations of the various predictors with reading comprehension were similar [7], so this strategy is appropriate to analyze the students critical thinking because they Think before they read, think While they read, think After they read (TWA). Therefore, TWA is effective in promoting high-level comprehension among fourth-graders [8].

Based on the description, then we made an effort to develop a supplementary book based on DRTA that consist of many things to attract students' attention, so that can help them improve their intensive reading skills. Based on the description, the research objectives are: 1) to describe the development process of supplementary book based on DRTA to increase the intensive reading learning outcomes for fourth-grade students; and 2) to describe the quality of supplementary book based on DRTA to increase the intensive reading learning outcomes for fourth-grade students. This objective, then, becomes two sub-objectives: a) to describe the quality of the supplementary book based on DRTA that developed based on the product. It includes: (1) to describe the quality of supplementary book according to the materials components feasibility, (2) to describe the quality of supplementary book according to the presentation components feasibility, (3) to describe the quality of supplementary book according to the language components feasibility, and (4) to describe the quality of supplementary book according to the charts components feasibility; and b) to describe the quality of supplementary book based on DRTA that developed based on its usage. Includes: (1) to describe the use of supplementary book from the teacher's point of view. Detailed to be: (a) to describe the activities of teacher when using the supplementary book during the learning activity, and (b) to describe the teacher response to the use of supplementary book; and (2) to describe the use of supplementary book from the students' point of view. Detailed to be: (a) to describe the activities of students when using the supplementary book during the learning activity, and (b) to describe the students' response to the use of supplementary book.

II. METHOD

This research uses the qualitative-quantitative approach of a sequential exploratory model which is a combination between qualitative and quantitative research method. The research design refers to the four-D model development theory. This development model consists of four stages:

define, design, develop, and disseminate [9]. In this study, the implementation of supplementary book development is only up to the stage of development, so the book only used in the trial schools without being distributed to the other schools. The defining stage consists of several steps: front-end analysis, student analysis, concept analysis, and task analysis. The design stage is in accordance with the mapping of the book design and the requirements of National Education Institutions Standard 2007, that includes the feasibility of content, presentation, language, and charts. The revision of draft I in the development stage is in accordance with the validators' assessment, feedback, and suggestions from the validators and continued with the limited trial and the large trial.

The data of development process is generated from defining and design stage. The data result of defining stage is the contents and the basic competences, the result of student requirement observation, the concept of material set, the lesson plan, and the formulation of learning objective. Meanwhile, the result of design stage is the validators' assessment for the draft I of the supplementary book.

The data quality of supplementary book from development stage are: the validators' assessment is the validation result of draft II covering the feasibility of content, presentation, language, and charts.; and the book's user assessment are the data of teachers' analysis, students' analysis, and students' learning outcomes from the limited trial and the large trial.

The data collection techniques for development process of supplementary book was using documentation and observation techniques. Meanwhile, data collection techniques for the quality of supplementary book based on the product and its usage was using validation, observation, questionnaire, and test techniques.

The data analysis technique in this research is a qualitative-quantitative descriptive combination. Qualitative descriptive analysis includes the data analysis of supplementary book development process in defining and designing stage. Meanwhile, quantitative descriptive analysis includes the data analysis in the development stage are the data analysis of validation result, teacher's and students' questionnaire responses, and the application of supplementary book by using assessment of the application criteria.

III. RESULTS AND DISCUSSION

The results from the development process of supplementary book are include defining, designing, and developing stage. The defining stage consists of front-end analysis, student analysis, concept analysis, task analysis, and learning objectives analysis. The results of front-end analysis were based on the basic problem of Indonesian language learning. That, when the students read, sometimes there were students who talk or even play each other so their score was below the average. The student analysis results indicated that there were still students who consider reading activity is a tedious and not very important activity. The results of concept analysis were the material about digging a

new information/knowledge from a text. The task analysis produced the lesson plan and the task completion stage by the students. While, learning objectives analysis produced the formulation of learning objectives to be achieved. The design stage produced draft I of supplementary book and the result of validation. Recapitulation of validation assessment of draft I can be seen in the table I.

TABLE I. RECAPITULATION OF VALIDATION ASSESSMENT OF DRAFT I

Num ber	Supplementary Book Component	Validators' Assessment		
		Score	Percentage	Criteria
1	Feasibility of content I	34	85%	Very feasible
	Feasibility of content II	35	87,5%	Very feasible
2	Feasibility of language I	25	89%	Very feasible
	Feasibility of language II	25	89%	Very feasible
3	Feasibility of presentation I	34	94%	Very feasible
	Feasibility of presentation II	33	92%	Very feasible
4	Feasibility of charts I	21	66%	Feasible enough
	Feasibility of charts II	23	72%	Feasible enough
Score Total		230	674,5	Feasible
Average Percentage		84,3		

Based on the calculation in table I, it was found that the average percentage of validation result of draft I was 84,3 with feasible criteria from eight validators. It showed that draft I of supplementary book is proper to use but still need some revision. The development stage produces draft II of supplementary book after revision and validation. Recapitulation of validation assessment of draft II can be seen in the table II.

TABLE II. RECAPITULATION OF VALIDATION ASSESSMENT OF DRAFT II

Num ber	Supplementary Book Component	Validators' Assessment		
		Score	Percentage	Criteria
1	Feasibility of content I	39	96%	Very feasible
	Feasibility of content II	38	95%	Very feasible
2	Feasibility of language I	26	93%	Very feasible
	Feasibility of language II	27	96%	Very feasible
3	Feasibility of presentation I	35	97%	Very feasible
	Feasibility of presentation II	35	97%	Very feasible
4	Feasibility of charts I	30	94%	Very feasible
	Feasibility of charts II	25	78%	Feasible
Score Total		255	746	Very Feasible
Average Percentage		93,25		

Based on the calculation in table II, it found that the average percentage of validation result of draft II was 93.25 with very feasible criteria. It showed that draft II of

supplementary book is proper to use but still need a little revision. The quality of supplementary book based on the product can be seen from the recapitulation of validation assessment of draft II, which indicated that the supplementary book obtains very feasible criteria and can be used on either limited trial or large trial.

The quality of supplementary book based on its usage in the large trial includes the assessment from the teacher's point of view and the students' point of view. The assessment from the teacher's point of view is determined by teacher's activity and teacher's response, whereas from the students' point of view it was determined from the activity, the students' responses, and the students' learning outcomes. Overall, the teacher's activity earned an average score 69,5 from the two observers. It means the teacher's activity during the learning was very good. The teacher's response to the draft III of supplementary book earned a score 40. Teacher's response to the supplementary book is in very feasible criteria.

Overall, the average score of the students' activity was 20. It can be concluded that students' activity during the learning is in very good criteria. From eight questions who answered agree as much as 158 times and who answered did not agree as much as 18 times. Based on students' responses to the draft III earned a percentage 90%. Students' response to the supplementary book is in very good criteria. Students who completed individually on the large trial pre-test are four children. While, the unfinished students are 18 children. For the post-test results from 22 students, 18 students are declared completed because they get a value ≥ 75 . From the calculation results, the average score pre-test was 52.5 and the average score post-test was 85.9. From these average score, of pre-test and post-test, the students' learning outcomes has increased 33.4 score.

The classical completeness result in the large trial in the pre-test was 18%. While, the classical completeness result in the post-test was 82%. From these data, the increase of classical completeness result was 64%. Based on the minimum completeness standard score, the post-test result was declared complete. The following figure describes the comparison of pre-test and post-test results.

Chart of The Average Students' Learning Outcomes in The Large Trial

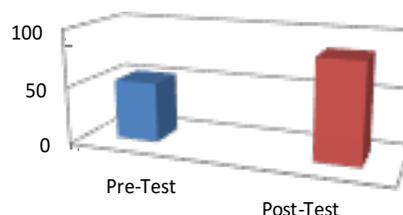


Fig. 1. An Average of Students' Learning Outcomes in the Large Trial

Based on the figure 1, the average pre-test score in the large trial stage was 52,5 and the post-test average score was 85,9. From these result, the increase of learning outcomes

was 33,4. Based on the research that has been done, it can be stated that supplementary book based on DRTA can help the teachers and the students during intensive reading learning. The results showed that students became focused more on the text and enthusiastic in following the intensive reading lesson than before using a supplementary book.

During the learning activities, the use of supplementary book based on DRTA has a positive impact on students' activity and learning outcomes. Students' activity was seen in the activities such as students became focused more on the text, exploring new information/knowledge, enthusiastic more in the question and answer activity of the related ideas in the text fluently. The learning outcomes has increased. The increase of learning outcomes can be seen from pre-test and post-test results on either limited trial or large trial.

In the limited trial stage, the average pre-test score was 57 and the post-test average score was 86. From these result, the increase of learning outcomes was 29 score. In the large trial stage, the average pre-test score was 52,5 and the post-test average score was 85,9. From these result, the increase of learning outcomes was 33,4 score.

IV. CONCLUSION

Based on the research that has been done, it can be concluded that the development of supplementary book based on DRTA can increase the intensive reading learning outcomes in fourth-grade students of elementary school. The supplementary book based on DRTA can help both the teachers and the students during intensive reading learning. During the learning activities, the use of supplementary book based on DRTA has a positive impact on the students' activity and learning outcomes. The students' activeness can be seen from how they became focused more on the text, exploring new information/knowledge, enthusiastic more in the question and answer activity of the related ideas in the text fluently.

The process of the product development includes defining, designing, and developing stage. The defining stage consists of five basic steps are front-end analysis, student analysis, concept analysis, task analysis, and learning objectives analysis. The design stage includes the writing and preparation of supplementary book and the validation of draft I. The development stage includes revision of draft I validation result, draft II validation result,

revision of draft II validation result, limited trial and large trial. The quality of supplementary book consists of quality based on the product and the usage. The quality of supplementary book based on the product is judged by the content, language, presentation, and charts components. From the validators' assessment results, an average percentage showed that the criteria were very feasible. The quality of supplementary book based on its usage viewed from teacher's point of view was determined by teacher's activity and teacher's response, whereas from students' point of view was determined by students' activity, students' responses, and students' learning outcomes. From the results of limited trial and large trial, the teacher's activity was in very good criteria and teacher's response was in very feasible criteria. For students' activity was in very good criteria and students' responses was also in very good criteria. The students' learning outcomes from pre-test and post-test result has increased, while the classical completeness result has also increased.

REFERENCES

- [1] Hairuddin, *Pembelajaran Bahasa Indonesia*. Jakarta: Jendral Pendidikan Tinggi Departemen Pendidikan Nasional, 2008.
- [2] N. M. Florea, "Critical Thinking in Elementary School Children," Spuru Haret University, 2015.
- [3] A. S. Aloqaili, "The Relationship between Reading Comprehension and Critical Thinking: A Theoretical Study," King Sand University, 2011.
- [4] R. Agnestria, "Pengaruh Penggunaan Strategi Aktivitas Membaca Berpikir Terbimbing dengan Membaca Teknik terhadap Hasil Belajar Membaca Intensif Siswa Kelas IV SDN Krembung I Sidoarjo (Skripsi)," Universitas Jember, 2015.
- [5] P. Manoli and M. Papadopoulou, "Reading Strategies Versus Reading Skill: Two Faces of The Same Coin," University of Thessaly, 2012.
- [6] M. R. Mashemi and M. Nazari, "Cooperative Directed Reading-Thinking Activity and Referential-Inferential Reading Comprehension Skill. Time Taylor International Ltd.," 5(4), pp. 52-67, 2012.
- [7] M. M. . Muijselaar and P. F. Dejong, "The Effect of Updating Ability and Knowledge of Reading Strategies on Reading Comprehension. Netherland: University of Amsterdam," University of Amsterdam.
- [8] M. Li and Dkk, "Promoting Reading Comprehension and Critical-Analytic Thinking: A Comparison of Three Approaches with Fourth and Fifth Graders," The Pennsylvania State University, 2016.
- [9] Thiagarajan, M. I. Semmel, and Ds, "Instructional Development for Training Teacher of Exceptional Children. A Source Book. Blomington: Center for Innovation on Teaching the Handicapped," 1974.