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4-D Model : Teaching Materials to Reading Comprehension with DRTA Strategy for Elementary School Students

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Abstrak

Membaca merupakan keterampilan yang harus dikuasai oleh siswa sekolah dasar karena dapat meningkatkan nalar seseorang untuk itu seorang guru harus menjadi jembatan dalam mentransfer ilmu dengan menggunakan bahan ajar dengan strategi DRTA. Metode penelitian pengembangan 4-D dengan 4 tahapan define, design, develop, dan disseminate. Bahan ajar yang sudah divalidasi oleh ahli dan praktisi dengan hasil validasi kelayakan isi dengan rata-rata 88,3 sangat valid, aspek kebahasaan dengan rata-rata 91,6 sangat valid, aspek penyajian dengan rata-rata 90 sangat valid, dan aspek grafis aspek sebesar 87,5 sangat valid. Setelah bahan ajar yang divalidasi diujicobakan di kelas dengan menggunakan metode eksperimen semu diperoleh peningkatan pemahaman membaca kelas eksperimen 18,75% lebih tinggi dibandingkan peningkatan pada kelas kontrol dengan peningkatan kelas 12,5%. Pengujian kemampuan membaca pemahaman dilakukan dengan uji perbedaan rata-rata (*t-test*). Data perbedaan kemampuan membaca pemahaman diperoleh hasil $t_{hitung} = 0,26$ dan $t_{tabel} = 2,00$, sehingga dapat disimpulkan bahwa kemampuan membaca pemahaman tidak terdapat perbedaan yang signifikan.

Kata kunci: bahan ajar, membaca pemahaman, strategi DRTA, sekolah dasar

Abstract

*Reading is a skill that must be mastered by elementary school students because it can increase a person's reasoning for that a teacher must be a bridge in transferring knowledge by using teaching materials with DRTA strategies. Research method 4-D development with four stages define, design, develop, and disseminate. Teaching materials that have been validated by experts and practitioners with validation results of content eligibility with an average of 88.3 are excellent, linguistic aspects with an average of 91.6 are excellent, presentation aspects with an average of 90 are excellent, and aspects graphic of 87.5 is excellent. The validated teaching materials were tested using a quasi-experimental method to increase experimental class reading comprehension 18.75% higher than the control class increase with a 12.5% increase in grade. Testing the reading comprehension ability was carried out utilizing the average difference test (*t-test*). Data on the difference in reading comprehension ability obtained the results of $t_{count} = 0.26$ and $t_{table} = 2.00$, so it can be concluded that there is no significant difference in reading comprehension skills.*

Keywords: teaching materials, reading comprehension, DRTA strategy, elementary school

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INTRODUCTION

Education in primary schools aims to provide necessary skills to read-write, knowledge, and basic skills useful for students following their development level and prepare them for further instruction. Related to giving the essential reading and writing skills, the role of learning to read elementary school students is not only to the initial reading stage but is expected to be proficient in reading. Reading is a skill to increase one's reasoning power, meaning that the culture of reading determines the power of thinking. In general, reading also profoundly impacts the quality of the nation's development and the country with a reading culture. The teacher must also have much expertise in developing reading teaching materials as a tool to transfer knowledge. Language attitude essential to language teaching since language policies can or fail according to the community's language attitudes. He agrees that there are two kinds of language attitude: instrumental attitude and integrative attitude (Rusminto, Ariyani, & Setiyadi, 2018). A language may be said to be suffering from language shift if it experiences a continuous (often inter-generational) reduction (and non-elaboration) of its use and functionality. Such language tends to be replaced by other languages that the speakers consider more functionally prestigious (Yuka & Bayodele, 2017).

Reading comprehension is a skill that is active-receptive. Reading activities can be developed separately, apart from listening and speaking skills. The development of literacy in primary schools is significant in language learning (Mulyati & Cahyati, 2015). Primary school students are essential in reading learning because reading can learn other subjects (Kurniaman, & Noviana, 2017), for that the learning of reading skills of a teacher has an important role (Crawley & Mountain, 1995). Teachers need to apply appropriate methods or techniques to help them solve their problems and improve students' ability to understand texts (Hasan, 2017). DRTA strategies provide learning that requires students to be more active individually or in groups by making predictions in pictures (Bunadi, Utama, & Sutresna, 2014), basically designed for group reading teaching that emphasizes the development of high thinking processes, besides involving active understanding and exchange of ideas (Setiartin, 2018).

Reading teaching materials with the DRTA strategy facilitates teaching reading comprehension, which consists of exact learning steps. This teaching material following the steps of the DRTA strategy (Directed Reading Thinking Activity) includes: (1) making predictions based on title instructions; (2) making predictions from drawing instructions; (3) reading material; (4) assess the accuracy of predictions and adjust predictions; (5) the teacher repeats procedures 1 to 4 until all lessons have been discussed (Rahim, 2009). Based on the explanation above, it can be said that the DRTA (Directed Reading Thinking Activity) strategy is considered very suitable to be applied in understanding reading skills because this strategy aims to train students to concentrate and think to understand reading content seriously (Kurniaman, & Noviana, 2017). This study aims to develop reading teaching materials understanding the DRTA strategy and how to read instructional materials after implementing classroom learning.

METHODS

Four-D model device development models were suggested (Thiagarajan, Semmel, & Semmel, 1974). This development stage consists of 4 models: Define, Design, Develop and Disseminate or adapted to the 4-D model, namely defining, designing, developing, and disseminating. This study's data type is primary data, namely data taken from the validation of teaching materials conducted by the validator in the form of validation of teaching materials. The data obtained in the implementation of the trial were: (a) observations of the use of teaching materials, (c) observations of the activities of students from observers, (c) the response of students to the instructional materials developed after being tested, (d) the teacher's response to the material being developed after being tested, and (e) improving students' reading skills.

This study's data collection techniques were: Validation questionnaires were given to validators, namely instructional media experts, reading material experts, language experts, and class IV teachers, before conducting field trials. The aim is to get an assessment and input about the instructional material developed so that the teaching material is valid and worthy of limited testing. The student response questionnaire is given to students after students follow the learning using developed teaching materials. The purpose of using this questionnaire is to get student response data on teaching materials that will be used to determine whether or not the quality of teaching materials is good. Pretest and posttest were conducted twice. First, the pretest is spread before students take part in learning using the developed teaching materials. Both posttests are given to students after students have completed a series of learning using developed teaching materials.

Data analysis techniques are the process of systematically searching for and compiling data obtained by organizing data into categories describing it into units, synthesizing, composing into patterns, choosing which ones are important and which will be studied, and making conclusions so that they are easy to understand by themselves or others (Sugiono, 2013). Descriptive analysis was used to analyze qualitative data, while statistical analysis was used to analyze quantitative data, which was the calculation of validation questionnaire scores, pretest-posttest, and student response questionnaires. The data analysis is as follows:

Quantitative Data Analysis

The validation aspects assessed by the validator are made in the form of a rating scale. The type of scale that researchers use is the Likert Scale. This Likert Scale gives the validator the breadth in assessing the teaching material that the researcher develops. Questionnaire validation is determined by the validator's average score with a predetermined score of 1-4. The categorization of assessments to be given a validator is shown in table 1.

Table 1. Category of Assessment by Validators

Assessment Score	Category
4	Excellent
3	Good
2	Less Good
1	Not Good

The guidelines for calculating the percentage of validator questionnaire scores are as follows:

$$Ps = \frac{n}{N} \times 100\%$$

Information :

Ps = percentage score

n = number of scores obtained

N = Total maximum score

Criteria in making decisions invalidating teaching materials with literacy-based DRTA strategies can be seen in table 2.

Table 2. Percentage of Teaching Material Validity Criteria

Average Score Interval (%)	Category
81 – 100	Very Decent
61 – 80	Decent
41 – 60	Decent enough
21 – 40	Less Decent
0 – 20	Not Decent

Data from Pretest and Posttest

The increase in reading comprehension ability is measured using a formula:

$g = \frac{\text{score Posttest} - \text{pretest score}}{\text{maximum score} - \text{pretest score}}$, with increasing magnitude using the gain index (g) criteria based on the standard, namely:

$g > 0.7$: high
 $0.3 < g \leq 0.7$: medium
 $g \leq 0.3$: low

RESULTS AND DISCUSSION

Development of DRTA Strategy Teaching Materials

Based on the development stages, the study results are divided into four parts: the defining stage, the design stage, the development stage, and the deployment stage. This teaching material is adjusted to the DRTA strategy (Directed Reading Thinking Activity) by guiding students in understanding reading by reading predictions and developing stories. Ideally, the teacher's teaching materials should be following curriculum requirements and reading stages, namely: the pre-reading stage includes activities to predict the content of reading and make questions according to the reading predictions and write down the main contents of the reading. The post-reading phase includes activities to conclude the reading contents and answer questions based on the reading contents. To overcome these problems need to be developed teaching materials to read using strategies DRTA (Directed Reading Thinking Activity) based literacy at primary school fourth-grade students.

The defining phrase is analyzed in two aspects, namely analysis of needs and analysis of students. In the needs analysis, several analyzes are carried out covering the curriculum, concepts, and tasks. Whereas in the analysis of students see the suitability of teaching materials developed with students' development level. Curriculum analysis is carried out on the Indonesian language's learning objectives, competency standards (SK), and essential competencies (KD) of Indonesian language subjects, especially reading skills. Curriculum analysis is carried out to see the material, objectives to be achieved from learning, and Indonesian language learning strategies, especially reading skills used in learning. The analysis results are used as a basis for developing the content of teaching materials, for learning to be following the SK and KD contained in the Indonesian language curriculum about the skill of reading at a grade IV elementary school. The curriculum used is the Kurikulum Tingkat Satuan Pendidikan (KTSP).

Furthermore, the design stage in developing teaching materials begins with designing the learning implementation plan (RPP). The drafting of the RPP is carried out systematically, which contains the components of writing the RPP listed in the Minister of National Education Regulation No. 41 concerning process standards and following the steps in preparing the RPP. Learning activities are designed to be adjusted using the DRTA strategy. RPP is also equipped with assessment guidelines such as observation sheets, assessment rubrics, and evaluation questions. So that in designing teaching materials adapted to how many times a meeting is capable of students in doing work in DRTA strategy teaching materials. Teaching materials are adjusted to essential competencies and competency standards to determine appropriate learning achievement indicators. SK and KD analysis are focused on Indonesian language learning material in grade IV elementary school. As stated in KTSP, based on Minister of Education Regulation No. 22 of 2006, the curriculum developed following development principles such as focusing on students' interests and the environment, is diverse and integrated, relevant to life's needs.

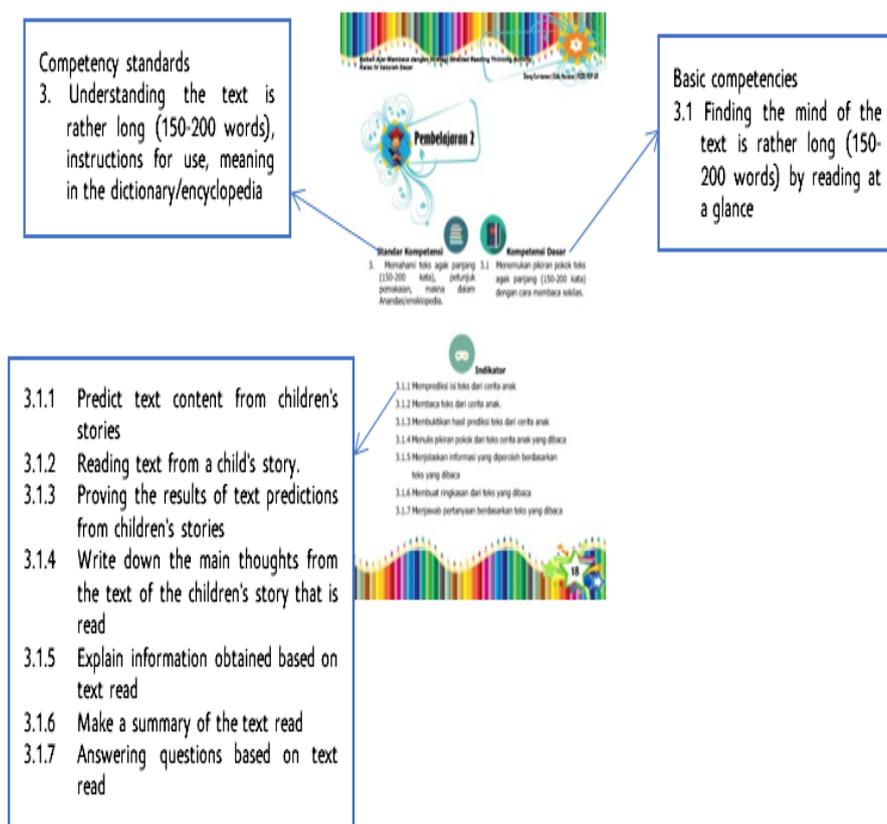
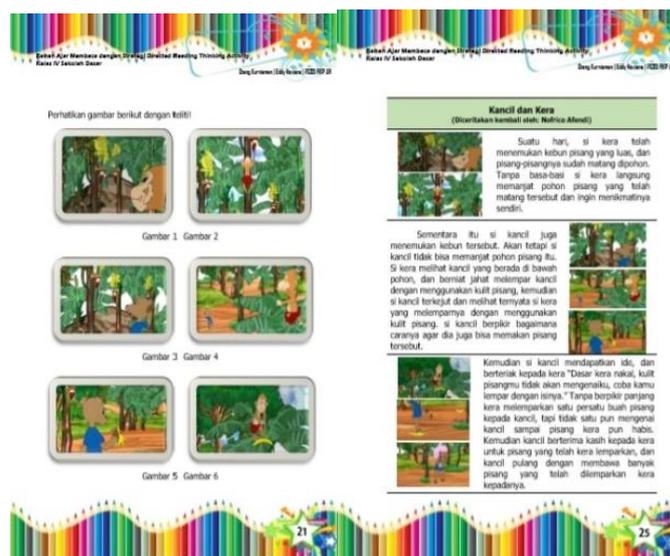


Figure 1. Curriculum Analysis in Learning

A teacher must have expertise in analyzing the curriculum, competency standards, essential competencies, and making indicators in learning. Teaching materials have been developed that follow the curriculum and determine the right strategy in learning. Before reading and understanding the reading text's contents, proper and correct reading techniques should be taught to students to understand the reading text's content correctly. Terms of instruction do something; namely, the language used must be short, dependable, and innovative. It does not make a double meaning and is logical, directly to the things that are done. While the language characteristics used are short, dependable, and explicit language. The use of young words is understood, is a subtle command sentence. To clarify written instructions, use animation. The order in the instructions must be systematic. Before reading texts, they are predicting is an essential activity in reading activities. Reading prediction activities are carried out to measure students' initial knowledge of reading content before reading the titles and images provided. The prediction results illustrated students' level of knowledge towards reading the material before they read to facilitate subsequent learning situations.

Another thing that needs to be understood is to re-write the contents of the reading text. This concept describes how to make a summary effectively so that it can cover the entire text content. The way that can be done is to find essential things from each paragraph that is read. Thus, essential things will describe the overall text content so that conclusions are obtained following the actual text content.



(a) (b)
 Figure 2. a. Student Prediction through Pictures
 b. Student Activity in Reading Text Stories

Exercises or assignments in teaching materials are a reading process consisting of pre-reading, reading, and post-reading adjusted to the DRTA strategy steps. The initial activity predicts the title with the help of some pictures; after that, it is continued to read the original text to find out the truth of the prediction results. Experts and practitioners have validated this DRTA strategy teaching material in making teaching materials. Validation of teaching materials is carried out on content feasibility, linguistic aspects, presentation aspects, and visual aspects. In general, the validation of teaching materials for aspects of content feasibility can be seen in the following table.

Table 3. Validation Results of Teaching Materials for Feasibility Aspects of Content

No.	Rated Aspect	Average %	Category
1.	Teaching materials refer to SK and KD	83	Very Valid
2.	Teaching materials are following student development	92	Very Valid
3.	Teaching materials according to the needs of teaching materials	83	Very Valid
4.	The truth of the substance of the learning material	92	Very Valid
5.	Teaching materials can provide insight into students	92	Valid
Average		88,3	Very Valid

Based on the data in table 3, after the figures are analyzed, it appears that the average value for each statement ranges from 83 s.d 92, which is in the good category and excellent category. The average overall validity in this content's feasibility aspect is 88.3, with an excellent category. The contents of the developed teaching materials match the SK, KD content, students' development, the need for teaching materials, the material's truth, and insights. Assessment of the next teaching material in terms of language. Validation results from linguistic aspects can be seen in the following table.

Table 4. Validation Results of Teaching Materials for Linguistic Aspects

No.	Rated Aspect	Average %	Category
1.	Legibility	83	Very Valid
2.	Clarity of information	100	Valid
3.	Compliance with the Indonesian rules that are good and right	92	Very Valid
4.	Use of language effectively and efficiently (clear and concise)	92	Very Valid
Average		91.6	Very Valid

Table 4 shows that each statement on the assessment aspect has a range of values between 83 s.d. 100, which are in the excellent category after the description is analyzed. In comparison, the average validity of language as a whole is 91.6, with an excellent category. Thus, the language is used in teaching materials according to the Indonesian language rules that are good and true, easy to understand, clear, and brief. The next aspect is the aspect of the presentation. Validation results for this aspect can be seen in the following table.

Table 5. Validation Results of Teaching Materials for Presentation Aspects

No.	Rated Aspect	Average %	Category
1.	The clarity in the formulation of performance indicators	92	Very Valid
2.	Systematic order sequence	100	Very Valid
3.	Teaching materials can provide motivation and attractiveness	92	Valid
4.	Provide interaction (stimulus and response)	75	Valid
5.	Provide complete information	92	Very Valid
Average		90	Very Valid

The average validity of aspects of learning activities is 90 with excellent and very valid categories. The presentation of teaching materials has been arranged systematically, and it can be seen that the preparation of achievement indicators is correct, provides motivation, interaction, and complete information. The final assessment aspect is seen from the visual aspect. The validation results from this aspect can be seen in the following table.

Table 6. Results of Validation of Teaching Materials for Graphical Aspects

No.	Rated Aspect	Average %	Category
1.	Font usage: type and size of proportional writing	83	Very Valid
2.	layout	92	Very Valid
3.	Illustration, picture, clear photo and include the source	83	Valid
4.	Attractive or not monotonous display design	92	Very Valid
Average		87.5	Very Valid

The average overall validity in this content's feasibility is 87.5, with an excellent category. Thus it can be concluded that the designed teaching material has a good and attractive appearance.

Improving Students' Ability After the Teaching and Learning Process

Data Gain from Pretest and Posttest

The following is information on processing normalized gain score data in reading elementary school students' understanding with normalized gain criteria consisting of low, medium, and high criteria. Table 9 shows the percentage increase in students' understanding of reading comprehension based on the gain index.

Table 7. Percentage of Gain Normalized Student Understanding of Reading Comprehension

Class	Criteria		
	low	medium	high
Experiment	12,5%	68,75%	18,75%
Control	28,13%	59,38%	12,5%

Based on table 7 above, it is known that the increase in students' understanding of reading with high criteria is 18.75% in the experimental class, and the height criteria are 12.5% in the control class. In general, it is seen that the increase in students' understanding of fairy tale reading is higher in the experimental class compared to the control class. Descriptive statistics of normalized gain include mean gain (x) and standard gain (S) deviation. Complete data is shown in table 8.

Table 8. Descriptive Statistics of Gains Normalized for Student Understanding

Class	X	S	Criteria
Experiment	0,57	0,21	medium
Control	0,45	0,26	medium

Based on Table 8, the average gain has normalized students' understanding of reading comprehension for the experimental class, and the control class has differences. The difference in the average normalized gain value in the experimental class and the control class, the data were tested using two average difference tests. Normality test data in this study using Chi-Square match test (X^2) with testing criteria, at the significance level $\alpha = 0.05$, the data is normally distributed if $X_{counts}^2 \leq X_{table}^2$, whereas if $X_{counts}^2 > X_{table}^2$ tables, then the data is not normally distributed. The normality test calculation results from normalized gain scores from both the experimental and the two control classes.

Table 9. Results of Normality Test Gain Score Normalized Students' Understanding

Class	dx	X^2_{count}	X^2_{table} ($\alpha=0,05$)	Conclusion
Experiment	4	8,66	9,488	Normal
Control	4	9,35	9,488	Normal

Based on table 9, it is known that the value of X_{counts}^2 gain is normalized students' understanding of reading comprehension of experimental class and control class at a significance level $\alpha = 0.05$ fulfilling the criteria $X_{counts}^2 \leq X_{table}^2$. The difference in reading comprehension ability can be seen in the normalized gain value in the experimental class and normally distributed control class. Once it is known that the students' experimental class and control class gain scores are normally distributed, the next step is to test the homogeneity of the gain data of the experimental class and control class. The test criteria to bring the variance of the two homogeneous groups are: at the significance level $\alpha = 0.05$, the variance of the experimental class and the control is said to be homogeneous if $F_{counts} \leq F_{table}$, whereas if $F_{counts} > F_{table}$ it is concluded that the variance of the two classes is not homogeneous. The result of homogeneity variance calculation normalized gain a score of experimental class and control class.

Table 10. Homogeneity Variance Test Results Normalized Gain Score

Class	variant		F_{cou}	F_{tabl}	Acceptance Ho $\alpha=0,05$	Conclusion
	S_{bi}^2	S_{sm}^2				
experiment and control	0,0 0	0,0 4	1,7 5	2,3 8	accept Ho	Homogeneous
		7				

Based on Table 10, it is known that the ability of students' understanding of reading comprehension from the experimental class and control class at a significance level $\alpha = 0.05$ meets the criteria of $F_{counts} \leq F_{table}$, this means that the experimental class variance with the control and the two experimental classes is homogeneous. After testing the normality and homogeneity of normalized gain data, students' understanding of reading both the experimental class and control class is normally distributed and homogeneous. Next, to determine whether the difference in the average score normalized gain experimental class with the control class and between the two experimental classes is significant or not, then the data was tested using two average difference tests. Because normalized gain data is normally distributed and homogeneous, the average of two different tests is done using the F test. The test is based on the following statistical hypothesis:

Ho : $\mu_{pretest-experiment} = \mu_{pretest-control}$

Hi : $\mu_{pretest-experiment} \neq \mu_{pretest-control}$

Ha: There are significant differences

Ho: There is no significant difference

For the significance level $\alpha = 0.05$ and $dk = (ne + nk - 2)$ Ho is accepted if $t_{counts} \leq t_{table}$ while in other circumstances, Ho is rejected. The calculation of the two average difference test results on the gain score data normalized students' understanding of reading fairy tales from the experimental class and control class and the experimental class with the control class shown in table 11.

Table 11. Difference Test Results Two Average Gain Scores Normalized Understanding Students' Experiment Classes with Control

Class	x	S	t_{counts}	$\sigma_{\bar{x}_1 - \bar{x}_2}$	t_{table}	Acceptance Ho $\alpha=0,05$	Conclusion
experiment and control	0.57 0.45	0.21 0.21	0.26	-0.06	2.00	accept Ho	No difference

Based on Table 11, it is known that $t_{counts} \leq t_{table}$ because t_{counts} does not meet the criteria for $t_{counts} > t_{table}$, it can be concluded that Ho is accepted. The improvement of students' reading comprehension did not significantly differ between the experimental and control classes after the teaching and learning process. This research produces products in the form of teaching materials with DRTA strategies in reading comprehension. The teacher uses this product's teaching results, which contain teaching instructions, concept maps, reading material following the strategy, and exercises and assignments. Directed Reading Thinking Activity (DRTA) is a technique that encourages students to make predictions as they read. After

reading the text segment, students stop, confirm or revise previous predictions, and make new predictions about what they will read next (Ismail, 2018). The making of teaching materials is also a reference for teachers in developing reading teaching materials as evidence of professional teachers (Kurniaman et al., 2018). Directed Reading Thinking Activity (DRTA) is a suitable strategy in reading learning because it can evoke interactively and reader involvement with the text so that students enjoy reading (Munjiatun, Kurniaman, & Meisal, 2015); students' interest strongly influences reading skills in reading texts that given by teachers (Pahrurrazi, Kurniaman, & Alpusari, 2018). Experts and practitioners have validated this teaching material so that it is feasible to be used in reading learning in elementary schools.

CONCLUSION

Teaching materials that have been developed are said to be valid if they meet specific criteria. The product characteristics are said to be valid if they reflect the state of the art knowledge. Furthermore, the product components must be consistent with each other (construct validity). Therefore, the validation of reading teaching materials using DRTA in this study presses on the content validity and construct validity. Content validity has been declared valid by the validator because reading teaching materials are in the form of learning implementation plans, and the teaching materials developed are following reading learning material in class IV elementary school. The validity of the construct has also been declared valid by the validator. The reading teaching materials developed have met the terms and conditions for the preparation of teaching materials. Based on the validator's validation assessment data analysis, the developed teaching materials for reading with DRTA are excellent.

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