

The Influence of Learning Strategy on Ability Reading Understanding of Students Grade 4 in Basic School

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Abstract:- Purpose of this study is to determine the effect of learning strategies on the ability to read comprehension in terms of the level of mastery of vocabulary grade IV elementary school students. The research was conducted in SD Negeri 2 Kemantren as the experimental class and SDN 1 Perbutulan as the control class with the sample of the fourth graders each of 30 students held in the academic year 2017/2018. The study used design *treatment by level 2 x 2*. Data analysis technique used is analysis of two-way variance (ANOVA). The results showed that (1) there was a difference in reading comprehension ability of elementary school students who studied with the strategy of *directed reading thinking activity* higher than reading comprehension ability of elementary school students studying with expository strategy; (2) there is an interaction effect between the use of learning strategy and the level of vocabulary mastery of students' reading comprehension ability; (3) learning outcomes for reading comprehension of primary school students between students learning with the *Directed Reading Thinking Activity* (DRTA) strategy that has a higher level of vocabulary mastery higher than students learning with expository strategies that have high vocabulary skills; (4) learning outcomes in reading comprehension of elementary school students between students studying with *Directed Reading Thinking Activity* (DRTA) strategies that have lower vocabulary mastery levels lower than students studying with expository strategies with low vocabulary skills.

Keywords:- *LearningStrategy; Vocabulary Mastery; Reading Ability Understanding.*

I. INTRODUCTION

Education in every country is one of the most important sectors in the country's progress. Education is the basic capital to prepare qualified human beings who will be able to face the challenge to produce human resources that have excellent competence and be able to compete globally in the future, in line with the development of educational paradigm in the 21st century. Basic education is the beginning of education because essentially oriented learning process so that students have the ability to read, write well and able to count and think. Indonesia language is a lesson that requires special attention either by the subject teacher or the parties involved in the preparation of the learning curriculum. Similarly, in the language there are aspects that can support the delivery of

material delivery (Henry Guntur Tarigan, 2008: 8) explains that the language aspect is: listening skills / listening (*listening skills*), speaking skills (*learning speaking*), reading skills (*reading skills*), and writing skills (*writing skills*). Based on these four language skills, presumably reading skills require special attention in schools in Indonesia. Therefore, the reading skill should get more attention, especially when the students are in elementary school so that students' reading ability can develop well in the future. High reading ability is a requirement for everyone to move forward. Everyone in demand to have high reading power.

Activities read closely related to literacy activities. Literacy literacy is literally literal, while in terms as expressed by Peter Free body, that literacy encompasses all the abilities that a person needs in activities related to text and discourse (Gol A gong, et al, 2012: 15). However, the problem faced today is the fact that literacy in Indonesia is still low. Based on the results of the study of the Organization for Economic Cooperation and Development (OECD, 2015: 5) through the Program for International Student Assessment (PISA) in literacy reading in 2015 put Indonesia at the bottom of the list of 63 out of 72 participating countries. Both in 2012 and 2015, the reading literacy results obtained by Indonesia are still below the average score of 500 from the value set by PISA. That only reaches *Low International Benchmark*.

In addition to literacy reading is still relatively low, Wawan Krimanto, 2015: 235 explained that the ability to read Indonesian children, especially elementary school students class IV is also still relatively low. It is based on the results of studies conducted *Progress in International Reading Literacy Study (PIRLS)* in 2011, which was initiated by the *International Association For the evaluation of education achievement (IEA)*, show the results of that:

The ability to read students SD / MI grade IV in Indonesia is low, only 5% of Indonesian students studied show the ability to read to *high* and *advanced level*, while more than 30% level *very low*, almost 40% only level *low* and even only 25% of students who reach level *inter mediate*. Indonesia's reading score in the field of reading is 428 from the international average of 500.

Bounded on the problem is the ability to read the understanding must be considered by the teacher so that the knowledge and ability of students in understanding a text reading can increase. Reading is a process done and used by

the reader to get the message to be conveyed by the author through the media words or written language. Henry Guntur Tarigan, 2009: 7 states that a process that guides the group of words that constitute a unity will be seen in a glance and the meaning of words individually will be known. In line with that opinion, Sumadoyo, 2011: 5 argues that reading is a process of picking and understanding the meaning or meaning contained in written language and a process of reading thinking includes the activities of speech recognition, literal understanding, interpretation, critical and creative understanding. The research focuses more on aspects of reading comprehension especially in elementary school students. Reading comprehension is a process of obtaining meaning that actively involves knowledge and experience that has been owned by the reader and associated with the contents of the reading (Sigit Vebrianto Susilo, 2016: 153). Meanwhile, according to Khundaru Saddhono et al, 2012: 85 explains that reading comprehension is an interactive process in which the reader constructs the meaning of the text and uses the prior knowledge and knowledge strategy. Reading comprehension is divided into 3 levels namely:

- Literary understanding is the understanding of the reader to understand the ideas and information contained in the discourse, this ability includes: knowing the meaning of words, recall the details directly or suggests with words alone, given grammatical or grammar, recalling the main idea that is explicit.
- Understanding the interpretation of understanding ideas and information that is in a discourse, Traffic include: understanding the existing information to understand the atmosphere, goals and attitudes of the author, concluded the real information, main ideas, comparisons, causal relationships implied in the discourse, summarize discourse.
- Critical understanding, these abilities include: one's reaction to information contained in discourse, analyzing, evaluating the quality of information with standard criteria.

In principle, learning Indonesian in elementary school is so that students skilled in the language. According to Pranowo, 2014: 36 is in line with theory of relocation *Piaget's* in the process of learning language, so that children have the ability to conceptualize the grammatical relationship between actors and the emergence of metalinguistic considerations in children, especially the ability of children to understand sentences that double mean. Language skills, especially reading skills, certainly become the basis of the ability that must be mastered by learners other than other language skills. It becomes a challenge for an educator to develop the learning process dynamically. Teachers must be able to cultivate critical and creative thinking in reading activities, especially reading comprehension, so that an understanding of reading and teachers can be explored every reading material is not just the existing reading material (Sigit 2016: 163).

The process can be implemented in teaching learning activities. According to Joyce & Weil (in, Moh Syarif Sumantri, 2016: 89) defines teaching methods as a conceptual framework used as a guide in teaching. Kemp added that learning strategy is an activity that must be done by teachers

and learners so that the learning objectives can be achieved effectively and efficiently. Based on the exposure of these experts, it can be concluded that the learning strategy is the form of a learning activity illustrated from the beginning to the end that is presented specifically by the teacher for the purpose of learning can be achieved.

Rahim, 2011: 47 describes the strategy of *Directed Reading Thinking Activity* (DRTA) is a direct reading and thinking strategy. The DRTA strategy focuses students' engagement with the text, because students predict and prove it when reading. With *Directed Reading Strategy Thinking Activity* DRTA teachers can motivate students' efforts and concentration by engaging them intellectually and encourage them to formulate questions and hypotheses, process information, and evaluate temporary solutions. Stauffer (in Farida Rahim, 2008: 48-51) describes the strategy of *Directed Reading Thinking Activity* (DRTA) has three stages of activity: *Predicting*, *Reading* and *Proving* involving student and teacher interaction with text overall. Here are the steps of *Directed Reading Thinking Activity* (DRTA) Strategy:

- *Predicting*

In the first step, teachers prepare students to read and help them think about what they will read before starting the lesson. Students learn to predict what they will read based on the instructions available in the text, such as drawings, bold text in the text section by reading at a glance. Parents learn to make inquiries about what they will read and to organize predictions before reading activities begin. During this step, the teacher's role is to activate both by asking students about their predictions. This is the time to guess, anticipate and hypothesize.

- *Reading*

The next step is reading. Students are asked to read the text in their hearts to verify the accuracy of their predictions. Some of their predictions will be rejected and some will be accepted after further reading. There are no correct or false predictions, only some predictions are judged to be less accurate than others.

- *Proving*

During this step, students re-read the text so they can verify their predictions. Students verify the accuracy of their predictions by finding statements in the text and reading them orally in class. Teachers function as mentors, filters, and deepen the reading or process of thinking. This step has been built in earlier stages, where students make predictions and read to find evidence. In this step, students will confirm or revise their predictions. In general, this strategy aims to have students' critical and reflective reading skills. Specifically *directed reading thinking activity* aims to develop students' abilities in:

- Describing the purpose of reading.
- Stuffing, understanding, and assimilating information.
- Discusses the reading material based on the purpose of reading.
- Hanging decisions or drawing a conclusion in reading

As for comparison of learning strategies that will be done in this research is expository strategy. This strategy

emphasizes the process of telling, so that the learning process is only centered on the teacher (*teacher centered approach*). Wina Sanjaya, 2009: 302 describes the steps of learning expository strategies that must be considered are as follows:

- *Preparation*

Preparation is a very important step. The success of the implementation of learning by using expository is very dependent on the preparation step goals to be achieved in the preparation are: 1) Invites students out of a passive mental state, 2) stimulates students 'motivation and interest to learn, 3) stimulates and inspires students' curiosity, 4) creates an open climate and atmosphere 5) gives positive suggestions 6) goals to be achieved.

- *Presentation of*

Presentation is the step of delivering learning materials in accordance with the preparation that has been done that must be thought by the teacher in this delivery is how to make the subject matter can be easily captured and understood by the students.

- *Linking*

The correlation step is the step of connecting the subject matter with the student's experience or with the things that enable the student to capture the connectedness already possessed.

- *Concluding*

Concluding stages to understand the essence of the subject matter that has been presented in the concluding step is a very important step in the expository strategy. Because through step students will be able to take the essence of the process of presentation.

- *Implementation This*

Step of implementation is an important step of the expository learning process because through this step the teacher will be able to deduce information about the mastery and understanding of the subject matter by the students.

A language skill is inseparable from a vocabulary or vocabulary element. Vocabulary is one of the significant components in language activities. According Soedjito, 2011: 3 vocabularies is a vocabulary of words owned by a language. The variant vocabulary allows one to be able to choose the most appropriate words, thereby generating the right ideas on the reader's imagination like what the author or the speaker thinks or feels. Mastering vocabulary is not only knowing the meaning of the word separately and loosely, but must understand the meaning of the word when it is present in a broader sentence or context, even able to apply the words in sentences correctly, either orally or in writing.

II. RESEARCH METHODS

The Method used in this study is the experimental method with the design *Treatment by level 2 X 2*. Experimental research methods can be interpreted as research methods used to find the effect of certain treatment against others in controlled conditions. This study contains three

research variables, namely independent variables, dependent variables, and moderator variables. The independent variable in this study is learning strategy. The variables are bound to the ability to read comprehension. The moderator variable is the team of vocabulary mastery.

Experiments were conducted on two classes (experimental class and control class) with two groups of students in each class (group of students with high and low mastery levels). In the experimental class were treated with the DRTA strategy and in the control class were treated using expository strategies. The design description that will be used in this research is as follows.

Table 1. Design Research
Design Treatment by Level 2 X 2

strategy Learning	Strategies DRTA (A1)	Strategies Expository (A2)
Mastery of Vocabulary		
Height (B1)	A ₁ B ₁	A ₂ B ₁
Low (B2)	A ₁ B ₂	A ₂ B ₂

Sampling in this research uses *random sampling technique* that is a way or sampling technique from population by random or simple random. (Soewadji, 2012: 137).

The sample in this research is the fourth grader of SD Negeri 2 Kemantren and SDN 1 Perbutulan respectively 30 students as experimental class given treatment with DRTA strategy, while class IV SDN 1 Perbutulan as many as 30 students selected as control class which learn using expository strategy.

Furthermore, all students are required to fill the test with the type of multiple choices that is about the mastery of vocabulary to know the level of mastery of vocabulary owned by each student. Then 33% of students who have high vocabulary mastery and 33% of students who have low vocabulary mastery level. The calculation of 33% is taken from the total number of students in each class.

The data analysis in this research uses two way analysis of variance (ANOVA) technique, then Tuckey test if the test is done further. But beforehand, in order to test the hypothesis can be done, it is necessary to test the requirements analysis of the normality test and homogeneity test. Data obtained from research activities are processed to have meaning useful to answer the problems in research and to test the hypothesis.

III. RESULTS AND DISCUSSION

Table 2. Summary of Results of Interaction between Variant Analysis of Learning Strategies and Vocabulary Students against Mastery Level Reading comprehension ability

Variance Source	Df	JK	RJK	F count	Ftable
shuttleColumn	1	285.08	285.08	115.44	4.11
Interlinear	1	46,23	46.23	18.72	4.11
Interactions	1	13.23	13.23	5.36	4.11
In	36	88.9	2.47		
Total Reduction	39	373.98			

1. Differences in learning outcomes reading comprehension among a group of students learning by using strategies $DRTA_{(A-1)}$ is higher than the learning outcomes Traffic reading comprehension are studied using a strategy of expository (A2)

Results of analysis of variance (ANOVA) in table 4.9 was obtained $F_{count} = 115.44$ is greater than $F_{table (0.05)} = 4.11$. Based on the results of the calculation then H_0 rejected, it means there are differences in learning outcomes reading comprehension between students who learn to use DRTA strategy (A₁) with students who learn by using expository strategy (A₂). The mean score of the group of learners using the DRTA strategy (A₁) and the group of students learning to use the expository strategy (A₂) were $\bar{X}_{A1} = 15.5$ and $\bar{X}_{A2} = 13.4$. Thus, it can be concluded that the mean value of learning outcomes the ability to read comprehension between groups of students learning to use the DRTA strategy (A₁) is higher than the learning achievement reading comprehension of group of students learning to use expository strategies (A₂).

2. Interaction between learning strategy and level of vocabulary mastery of student to result learn ability reading comprehension

Result of variance analysis (anova) in table 4.9 obtained value of $F_{count} = 5,36$ bigger than $F_{table (0,05)} = 4,11$. Based on the results of the calculation then H_0 rejected, meaning there is a significant interaction between learning strategies and the level of vocabulary mastery of learning outcomes reading comprehension skills. For more details can be seen in the picture below.

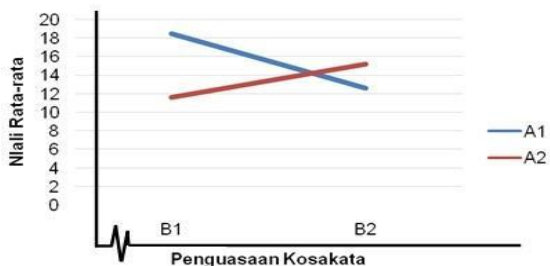


Fig 4.7:- Interaction Chart between Learning Strategy and Level of Vocabulary Mastery on Reading Ability Understanding

Description:

- A1 : Directed Reading Thinking Activity
- A2 Strategy: Expository Strategy
- B1 : High Vocabulary
- B2 Level: Low Vocabulary Mastery Level

The interaction between learning strategies used with the level of mastery vocabulary then required further testing. The advanced test used is the Tukey test, because the number of subjects in each group is the same.

3. Differences in learning outcomes of reading comprehension between groups of students who learn to use the strategy of Directed Reading Thinking Activity with students who learn to use expository strategies in groups of students who have high vocabulary mastery level

Testing differences in learning outcomes ability to read understanding of students who learn to use strategies directed reading thinking activity with students who learn to use expository strategies in groups of students who have high vocabulary mastery levels are conducted using the Tukey test. Result of Tukey test calculation show that $Q_{count} = 5,843$ and $Q_{table} = 2,228$. Thus H_0 is rejected, meaning that there is a significant difference in the learning outcomes of reading comprehension between students learning to use DRTA strategies with students learning to use expository strategies in groups of students who have high vocabulary mastery levels.

The mean score of students learning to use the DRTA strategy with students learning to use expository strategies in groups of students who have high vocabulary mastery levels is $\bar{X}_{A1B1} = 18.5$ and $\bar{X}_{A2B1} = 11.6$ or $\bar{X}_{A1B1} > \bar{X}_{A2B1}$. The results show that the learning achievement of reading comprehension in the group of students learning to use the DRTA strategy is higher than the student learning outcomes using expository strategies for groups of students with high vocabulary mastery levels.

4. Differences in learning outcomes of reading comprehension between groups of students learning to use the strategy of Directed Reading Thinking Activity with students who learn to use expository strategies in groups of students who have low vocabulary mastery level

Testing differences in learning achievement ability reading comprehension of students who learn to use strategy directed reading thinking activity with students who learn to use expository strategies in groups of students who have low vocabulary mastery levels are conducted using the Tukey test. Result of Tukey test calculation show that $Q_{count} = 3,662$ and $Q_{table} = 2,228$. Thus H_0 is rejected, meaning that there is a significant difference in the learning outcomes of reading comprehension between students learning to use DRTA strategies with students learning to use expository strategies in groups of students with low vocabulary mastery levels.

The mean score of students learning to use the DRTA strategy with students learning to use expository strategies in groups of students who have low vocabulary mastery levels is

$\bar{X}_{A1B2} > \bar{X}_{A2B2}$ and $\bar{X}_{A1B2} > \bar{X}_{A2B2}$. The results show that the learning achievement of reading comprehension in the group of students learning to use the DRTA strategy is higher than the student learning outcomes using expository strategies for groups of students with low vocabulary mastery levels.

IV. CONCLUSION

Based on the results of the analysis and discussion that have been described in this study can be obtained findings as follows:

- The ability to read the understanding of primary school students who learn the strategy *Directed Reading Thinking Activity* (DRTA) is higher than the ability to read understanding of primary school students who learn with expository strategy.
- There is an interaction effect between the use of learning strategies and the level of vocabulary mastery of reading comprehension ability of primary school students.
- The learning outcomes of reading comprehension of elementary school students between students studying with the strategy of *Directed Reading Thinking Activity* (DRTA) which has a high level of vocabulary mastery is higher than students studying with expository strategies that have high vocabulary mastery skills.
- The learning outcomes of reading comprehension of elementary school students between students studying with the *Directed Reading Thinking Activity* (DRTA) strategy that has lower vocabulary mastery levels is lower than students studying with expository strategies that have low vocabulary mastery skills.

Based on the presentation of the above findings, it can be concluded that the influence of learning strategies on the ability to read understanding of primary school students in terms of student vocabulary mastery level. Primary school students studying with the *Directed Reading Thinking Activity* (DRTA) strategy gain higher reading comprehension compared with elementary school students studying with an expository strategy. The existence of interaction between the use of learning strategy and the level of mastery of vocabulary on the ability to read the understanding of elementary school students means the influence of interaction between learning strategies with the level of mastery of vocabulary affect the high low the ability of reading comprehension of elementary school students.

In elementary school students who have a high level of vocabulary mastery will have a better effect on the ability to read students' understanding when students are taught by the strategy of *Directed Reading Thinking Activity* (DRTA). Conversely, in elementary school students who have a low vocabulary mastery level will have a better effect on students' reading comprehension skills when students are taught with expository strategies.

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