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Animation Video Media Using Directed Reading Thinking Activity (DRTA) Strategies Improve Reading Understanding of Indonesian Language

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ABSTRAK

Kesulitan yang dihadapi siswa khususnya dalam kegiatan membaca pemahaman yaitu siswa sulit memahami isi cerita yang telah dibaca sehingga siswa kurang mampu menjawab pertanyaan yang berhubungan seputar isi bacaan. Kesulitan yang dihadapi siswa tersebut dikarenakan siswa kurang diikutsertakan dalam berkomunikasi dan berkontribusi dalam kegiatan pembelajaran. Tujuan penelitian ini yaitu menganalisis media video animasi dengan strategi directed reading thinking activity (DRTA) terhadap membaca pemahaman bahasa Indonesia. Penelitian ini merupakan eksperimen semu, desain posttest only no treatment control design. Populasi yaitu seluruh kelas IV SD sebanyak 9 kelas dengan total 327 siswa. Penentuan sampel penelitian teknik random sampling. Pengumpulan data metode non tes. Instrumen pengumpulan data yaitu Observasi. Metode analisis data yaitu metode analisis statistik inferensial. Cara analisis data merupakan teknik analisis statistik inferensial serta uji t. Hasil penelitian yaitu terdapat pengaruh yang signifikan kemampuan membaca pemahaman Bahasa Indonesia antara kelompok yang dibelajarkan strategi Directed Reading Thingking Activity (DRTA) dengan kelompok yang dibelajarkan menggunakan pembelajaran konvensional pada siswa kelas IV SD. Disimpulkan bahwa media video animasi dengan strategi directed reading thinking activity (DRTA) dapat meningkatkan kemampuan membaca pemahaman Bahasa Indonesia.

ABSTRACT

The difficulties students face, especially in reading comprehension activities, are that they need help understanding the contents of the stories they have read, so they are less able to answer questions related to the contents of the reading. The difficulties faced by these students were because students needed to be included in communicating and contributing to learning activities. This study aims to analyze animated video media with the directed reading thinking activity (DRTA) strategy for reading comprehension in Indonesian. This research is a quasi-experimental, posttest-only design with no treatment control design. The population is all 9 classes of fourth-grade elementary school, with 327 students. Determination of the research sample using a random sampling technique. Non-test method data collection. The data collection instrument is Observation. The data analysis method is the inferential statistical analysis method. The method of data analysis is an inferential statistical analysis technique and t-test. The study results showed a significant influence on the ability to read Indonesian language comprehension between the group taught the Directed Reading Thinking Activity (DRTA) strategy and the group taught using conventional learning in fourth-grade elementary school students. It was concluded that animated video media with the directed reading thinking activity (DRTA) strategy could improve reading comprehension skills in Indonesian.

1. INTRODUCTION

Learning is the transfer of information from teacher to student. Learning is an effort to build character as a whole and involves images and values (Karakose et al., 2021; Lepiyanto & Pratiwi, 2015; Levrini et al., 2021). Learning a stage is carried out by someone so that a behaviour change is born due to experience and social relations. Learning is carried out so that students can achieve goals with the efficiency and effectiveness of their learning activities resulting in good student learning outcomes (Azizi & Prasetyo, 2018; Bardi & Jailani, 2015; Candra Sari et al., 2022). In the realm of learning in schools, there have been changes and shifts in the educational paradigm, resulting in rapid developments in information technology. There is a change due to the ease with which a person can obtain learning resources and many choices in using and using ICT (Hatlevik et al., 2018; Prayogi & Estetika, 2019). Technological developments are required to adapt to improve the quality of education in the learning process (Hobri et al., 2021; Maharani

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& Kartini, 2019; Salsabila et al., 2021). The existence of technology in education can support teachers in solving educational problems.

The problem that occurs at this time is that there are still many teachers who need to utilize technology. It is supported by the findings of previous studies, which state that teachers do not utilize technology in learning activities (Abdullah, 2018; Biassari et al., 2021; Bustanil S et al., 2019). It impacts students who lack enthusiasm and need help understanding learning material well (Afrianti & Musril, 2021; Hest et al., 2021; Wulandari et al., 2020). Problems regarding learning are often found in various elementary schools. The interviews found that fourth-grade students seemed to pay less attention to the material the teacher wrote on the blackboard; only a few students raised their hands when they wanted to answer questions. During the learning process, educators have yet to be able to optimize existing technology to realize learning that involves technology-based learning media. It happens because some students need their communication tools; students find it difficult to access the internet due to the difficulty of internet coverage.

In addition, the observations also found that in educational learning, the only use of learning media in the form of images in the delivery of material, especially in Indonesian language content. Some of the difficulties students face, especially in reading comprehension activities, include; first, students need help understanding the contents of the stories they have read, so they are less able to answer questions related to the contents of the reading. Second, students need help finding the main idea in each story paragraph. Third, students need help concluding a story's contents using their own words into a complete sentence. The difficulties faced by these students were because students needed to be included in communicating and contributing to learning activities.

The solution to this problem is by supporting learning media that helps children learn. Previous research findings also revealed that one of the important components in learning activities to achieve learning objectives is the existence of learning media (Arina et al., 2020; Bardi & Jailani, 2015; Setiawan et al., 2020). Learning media is a tool or tool educators use to assist the teaching and learning process, which functions to clarify the meaning of the message conveyed to achieve learning objectives effectively (Handayani et al., 2021; Hikmah & Purnamasari, 2017). Other findings also state that learning media can assist the teaching and learning process and clarify the messages' meaning effectively to achieve learning objectives (Hotimah & Muhtadi, 2018; Rusli & Antonius, 2019; Wardani & Mundilarto, 2021). One of the learning media that can be used to overcome children's learning is animated video media with the directed reading thinking activity (DRTA) strategy.

This animated video media can be used as an alternative in the field of education and used in the learning process so that the learning process can take place effectively and pleasantly (Hikmah & Purnamasari, 2017; Noviyanto et al., 2015; Permatasari et al., 2019). The use of animated video media in the learning process is expected to make it easier for students to understand the material provided because the form of this animated media is interesting (Apriansyah, 2020; Efendi et al., 2020; Lukman et al., 2019). Interesting in this case means that this animated media has a beautiful appearance in terms of colour, writing, and the shape of the images that can move (Ariani & Ujianti, 2021; Maryanti & Kurniawan, 2018). Animation media has more impact on reading comprehension supported by learning strategies. Using animated videos with directed reading thinking activity strategies can help children learn.

The Directed Reading Thinking Activity (DRTA) strategy is a learning strategy in reading theory that is considered capable of arousing enthusiasm and increasing the ability to understand the content of a reading (Apriliana & Berlianti, 2018; Yamini, 2018). Directed Reading Thinking Activity (DRTA) has 3 stages: predicting, reading, and proving (Apriliana & Berlianti, 2018; Gae et al., 2021; Halik et al., 2019; Putri et al., 2019). The DRTA model has a goal, namely to involve the thought process during reading activities because, during reading activities, one must involve his experience to understand the contents of the reading. In addition, the use of the Directed Reading Thinking Activity (DRTA) strategy is expected not only to be able to foster students' interest in reading but to increase students' concentration by involving them intellectually in the learning process, especially activities to understand reading content (Apriliana & Berlianti, 2018; Halik et al., 2019). Thus students' understanding will increase so that students can make conclusions. The Directed Reading Thinking Activity (DRTA) strategy focuses more on student activities when reading a reading text. In this strategy, students are trained to examine, make hypotheses, find evidence and make decisions based on experience and knowledge.

Previous research findings also reveal that animated videos are a medium that can facilitate the delivery of information or messages to students (Candra Dewi & Negara, 2021; Fauziah & Ninawati, 2022; Khairani et al., 2019; Swari & Ambarawa, 2022). This animated video media can be used in the learning process so that the learning process can take place effectively and pleasantly with the Directed Reading Thinking Activity (DRTA) strategy focusing on student activities when reading a reading text. Other findings also reveal that the Directed Reading Thinking Activity (DRTA) strategy can make learning easier for

students (Gae et al., 2021; Yamini, 2018; Yuliantika et al., 2018). The advantage of this strategy is that students are trained to examine, make hypotheses, find evidence and make decisions based on experience and knowledge and direct students to be able to involve thinking processes when reading. Using animated video media with the Directed Reading Thinking Activity (DRTA) strategy can increase students' concentration by involving them intellectually in the learning process, especially activities to understand reading content. There has yet to be a study on animated video media with the directed reading thinking activity (DRTA) strategy on reading comprehension in Indonesian. Based on this, this study aims to analyze animated video media with the directed reading thinking activity (DRTA) strategy for reading comprehension in Indonesian.

2. METHOD

This type of research is quantitative (Cemara & Sudana, 2019). The research is experimental due to efforts to reveal cause-and-effect relationships (causal). This research is a quasi-experimental study using a design, namely the Posttest Only No Treatment Control Design. The researcher applies that is providing animated media with the Directed Reading Thinking Activity (DRTA) strategy to the experimental group, providing conventional learning to the control group. Next, a posttest was given to two classes to obtain data on reading comprehension of Indonesian from the experimental and control classes. The population in this study was all of class IV, with a total research population of 9 classes with a total of 327 students. Determination of the sample was carried out through a random sampling technique. In this randomized study class, the type of random sampling used was cluster random sampling; namely, the sample selection technique did not consider individuals individually but was based on groups. After randomization, 2 classes were obtained as the research sample. Data was collected using a non-test method. The observation sheet is a non-test technique to measure students' reading comprehension ability. The observation sheet is a data collection technique carried out when learning activities are in progress with the observation sheet instrument to get maximum results. This instrument records students' reading comprehension skills based on observations in the ongoing learning process. This research was conducted using a construct validity test. Construct validity can be done by thinking rationally and using logic (Rusdiana, 2015). The instrument's validity in this study was obtained from guidance and consultation with supervisors and teachers. In the observation sheet, there are 4 variables or aspects to be measured, including reading skills, interpretive reading, critical understanding and creative understanding, and there are 5 statements on each of these variables.

The data analysis method is the inferential statistical analysis method. The method of data analysis is an inferential statistical analysis technique and t-test. Inferential statistics is an analytical technique used to analyze data, and later, the analysis results will be generalized to the population where the sample was taken (Koyan, 2012). Two conditions must be met: the normality test of data distribution and the homogeneity of variance test. The prerequisites for the normality and homogeneity tests have been fulfilled if the data is obtained. In the analysis, parametric statistics are used for the hypothesis test; parametric analysis is used, namely the mean difference test (t-test).

3. RESULT AND DISCUSSION

Result

The data in this study describes the data on the reading comprehension ability of the experimental group post-test and the data on the reading comprehension ability of the control group. This research was conducted on fourth-grade students at SD Negeri VI Sukawati. All students in class IV A at SD Negeri 2 Batubulan acted as the experimental group taught by video animation using the Directed Reading Thinking Activity (DRTA) strategy. In contrast, all students in class IV B at SD Negeri 2 Batubulan were the control group. This research is experimental, the research was carried out 6 times, and in the fifth and sixth lessons, the post-test was immediately given to get the score and value of each sample. Data on reading comprehension ability was obtained through a post-test on 40 students and obtained the highest score of 100, while the lowest score was 53.

The initial step before conducting the hypothesis test is the pre-test test, namely the data normality test and the variance homogeneity test. The normality test was carried out to find out whether the data were normally distributed, which was carried out in the experimental and control groups. The normality test was carried out using the Chi-Square test (X2). The requirement to test the normality test is if X_count^2<X_table^2 so that the distribution of data is normally distributed. Calculation of the class interval data for the experimental group's mathematics learning outcomes was carried out based on the Gauss distribution (normal distribution), which was divided into 6 parts, obtained X^2_{count} = 7.37) and then

compared with the Chi-Square table with a significance level of 5% ($_a$ = 0.05) and dk 5 X^2_{table} (11.07). It can be seen that $X^2_{count}<X^2_{table}$ means that the data on reading comprehension data for the experimental class is normally distributed. While the calculation of class interval data for the control group's Indonesian learning ability was carried out based on the Gaussian distribution (normal distribution), which was divided into 6 parts, it was obtained (X^2_{count}= 4,31) and then compared to the Chi-Square table at a significance level of 5% dk 5 (X^2_{table} = 11,07). $X^2_{count}<X^2_{table}$ so that the control group's Mathematics learning activity data is normally distributed

The homogeneity test was carried out to show that the difference in the hypothesis test was due to differences in variance between groups, not differences within groups. The variance homogeneity test uses the F test. The largest variance is 156.24 divided by the smallest variance of 101.01 to get a result of 1.58. From the results of the analysis, obtained Fcount = 1.54, this result is then compared with the value of Ftable at the degrees of freedom in the numerator (n1 – 1) = (40 – 1) = 39 and the degrees of freedom in the denominator (n2 – 1) = (44 – 1) = 43 with a significance level of 5%, so that we get F_{table} = 1.68 so that the value of F_{count} <F_{table}, so the data for the two groups has a homogeneous variance. Hypothesis testing was carried out using t-test statistics with the polled variance formula. The test criterion is that H0 is rejected if count> t_{table}, t_{table} obtained from the t distribution table at a significance level of 5% with degrees of freedom dk=n1+n2 – 2. The t-test results are presented in Table 1.

Table 1. Calculation Results of the T-Test

Group	Dk	N	t_{count}	t_{table}
Experiment	82	40	3,608	2,000
Control		44		

Based on the results of these calculations, it can be seen that t_{count} = 3.608 and t_{table} (3.608 > 2.000), so it can be concluded that Ho is rejected and Ha is accepted. Thus, it is stated that animated video media significantly influences the Directed Reading Thinking Activity (DRTA) strategy on reading comprehension learning Indonesian for fourth-grade students of SD Negeri in Cluster VI Sukawati. Based on the results of hypothesis testing, the t-test showed the value of t_{count} = 3.608 and t_{table} = 2.000 at a significance level of 5%. From the results of data analysis calculations, which show t_{count} > t_{table} (3.665 > 2.000), there is a significant influence of animated video media with the Directed Reading Thinking Activity (DRTA) strategy on reading comprehension of Indonesian language fourth-grade students of SD Negeri in Cluster VI Sukawati. It was concluded that animated video media with the Directed Reading Thinking Activity (DRTA) strategy could improve reading comprehension skills in Indonesian subjects.

Discussion

The data analysis results showed a significant effect of animated video media using the Directed Reading Thinking Activity (DRTA) strategy on the reading comprehension of Indonesian students in grade IV SD. It is caused by several factors, namely, as follows. First, animated video media with the Directed Reading Thinking Activity (DRTA) strategy makes learning easier for students. The use of animated video media in the learning process can make it easier for students to understand the material provided because the form of this animated media is interesting (Hikmah & Purnamasari, 2017; Noviyanto et al., 2015; Permatasari et al., 2019; Sari et al., 2017; Satyawan, 2018; Sumarni et al., 2020). Interesting in this case means that this animated media has a beautiful appearance in terms of colour, writing, and the shape of the moving image with the Directed Reading Thinking Activity (DRTA) strategy able to foster students' interest in reading. The use of videos can also increase students' concentration by involving them intellectually in the learning process, especially activities to understand reading content (Amali et al., 2020; Amrullah et al., 2021; Melda et al., 2021; Noviyanto et al., 2015; Permatasari et al., 2019). Thus students' understanding increases so that students can make conclusions. The Directed Reading Thinking Activity (DRTA) strategy can help students to get an overall picture of the material they have read. Reading comprehension is when students read seriously to get the meaning or essence of a reading (Ni'matuzahroh, 2015; Sukma & Haryadi, 2016). Students' reading comprehension changes. It can be seen during learning activities (Fitri & Afnita, 2020; Harahap et al., 2021; Nurbaya et al., 2018). Students can find information on the elements of reading independently and apply it

Second, animated video media with the Directed Reading Thinking Activity (DRTA) strategy increases students' enthusiasm for learning. Learning activities such as answering, asking and expressing opinions students so that the learning atmosphere becomes more effective (Ayuningsih, 2017; Efendi et al., 2020; Lukman et al., 2019). Applying video media with the Directed Reading Thinking Activity (DRTA) learning strategy is a forum for students to convey their new thoughts (Halik et al., 2019; Yamini, 2018). In

reading comprehension, these activities do not arise naturally. However, there are influencing factors, such as internal factors that come from within the reader and external factors that come from outside the reader (Afrianti & Marlina, 2021; Apriliana & Berlianti, 2018; Fitri & Afnita, 2020). Factors originating from within the reader (internal), such as demands from the reader, include motivation, attitudes and interests, and interest in reading. Meanwhile, factors that come from outside the reader (external) include external encouragement, such as giving gifts or the like given by the teacher at a certain time (Afrianti & Marlina, 2021; Apriliana & Berlianti, 2018). Using animated video media increases students' enthusiasm when participating in learning (Oktafiyana & Septiana, 2021; Swari & Ambarawa, 2022; Yuniarni et al., 2020). Previous research findings also revealed that animated video media increased students' enthusiasm (Masykuroh & Khairunnisa, 2022; Wulandari et al., 2020).

Third, animated video media with the Directed Reading Thinking Activity (DRTA) strategy creates a pleasant atmosphere. The media cannot be separated from the teaching and learning process because the media is an important part of achieving educational goals (Fauzan & Rahdiyanta, 2017; Putri et al., 2020). Using learning media creates a fun learning atmosphere so students do not feel bored while participating in learning. It is consistent with research which reveals that learning media is a tool that can be used to channel messages in learning to increase attention (Purwati, 2021; Sudiarta & Sandra, 2016; Susanti, 2019). The media cannot be separated from the teaching and learning process because the media is an important part of achieving educational goals (Candra Dewi & Negara, 2021; Prasetya et al., 2021). Animated videos with the Directed Reading Thinking Activity (DRTA) strategy also make students fully involved in learning. This strategy is very suitable for improving students' reading comprehension skills. The Directed Reading Thinking Activity (DRTA) strategy has the goal of developing students' ability to understand reading content, including: 1) explaining the purpose of reading, 2) quoting, understanding, and assimilating information, 3) discussing reading material based on reading goals, 4) relying on decisions, 5) make decisions based on information obtained from reading activities (Apriliana & Berlianti, 2018; Gae et al., 2021; Halik et al., 2019; Putri et al., 2019). The Directed Reading Thinking Activity (DRTA) strategy directs students to be able to involve thinking processes when reading. The findings of previous research also reveal that the Directed Reading Thinking Activity (DRTA) strategy has the aim of involving the thought process during reading activities because, during reading activities, one must involve his experience to understand the content of the reading (Apriliana & Berlianti, 2018; Yamini, 2018). It makes the learning atmosphere more lively and fun.

4. CONCLUSION

Based on the results of the research and discussion that has been presented, it can be concluded that the average value of the reading comprehension ability of the Indonesian learning group that is taught through animated video media using the Directed Reading Thinking Activity (DRTA) learning strategy is higher than the group of students who are taught through conventional learning. The hypothesis test results showed that learning using animated video media with the Directed Reading Thinking Activity (DRTA) strategy affected the ability to read comprehension of learning Indonesian in class IV SD. It was concluded that animated video media with the Directed Reading Thinking Activity (DRTA) strategy increased reading comprehension skills.

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