# Reading Strategies on the Ability to Read Narrative Texts and Explanatory Texts

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**A R T I C L E   I N F O**
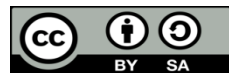
**A B S T R A K**

*Secara umum, kemampuan membaca siswa kita masih rendah. Tujuan penelitian ini adalah untuk menganalisis pengaruh pembelajaran strategi membaca terhadap kemampuan membaca teks narasi dan teks eksplanasi siswa kelas IV SD. Penelitian ini merupakan penelitian eksperimen semu* (quasi experiment)*. Rancangan penelitian yang digunakan adalah pre test - post test control-group desain. Populasi penelitian ini berjumlah 111 siswa, sedangkan sampel pada penelitian ini berjumlah 76 orang siswa. Variabel bebas dalam penelitian ini adalah pembelajaran strategi membaca, sedangkan variabel terikatnya adalah kemampuan membaca teks narasi dan kemampuan membaca teks eksplanasi siswa. Metode pengumpulan data yang digunakan adalah metode tes. Data kemampuan membaca teks narasi dan kemampuan membaca teks eksplanasi siswa yang sudah terkumpul dianalisis dengan menggunakan teknik analisis statistik MANOVA. Berdasarkan penelitian yang telah dilakukan, ditemukan bahwa pertama, terdapat pengaruh yang signifikan pembelajaran strategi membaca terhadap kemampuan membaca teks narasi siswa kelas IV SD. Kedua, terdapat pengaruh yang signifikan pembelajaran strategi membaca terhadap kemampuan membaca teks eksplanasi siswa kelas IV SD. Ketiga, secara simultan, terdapat pengaruh yang signifikan pembelajaran strategi membaca terhadap kemampuan membaca teks narasi dan kemampuan membaca teks eksplanasi siswa kelas IV SD.*

**A B S T R A C T**

In general, our students' reading ability is still low. The aim of this research is to analyze the effect of learning reading strategies on the ability to read narrative texts and explanatory texts in fourth grade elementary school students. This research is a quasi-experimental research (quasi experiment). The research design used was a pretest-posttest control-group design. The population of this study was 111 students, while the sample in this study was 76 students. The independent variable in this research is learning reading strategies, while the dependent variable is students' ability to read narrative texts and students' ability to read explanatory texts. The data collection method used is the test method. The collected data on students' ability to read narrative text and ability to read explanatory text were analyzed using the MANOVA statistical analysis technique. Based on the research that has been conducted, it was found that first, there is a significant influence of learning reading strategies on the ability to read narrative texts of fourth grade elementary school students. Second, there is a significant influence of reading strategy learning on the ability to read explanatory texts of fourth grade elementary school students. Third, Simultaneously, there is a significant influence of reading strategy learning on the ability to read narrative texts and the ability to read explanatory texts in fourth grade elementary school students.

## 1. INTRODUCTION

One of the lessons provided at the basic education level is Indonesian language learning. Learning Indonesian in elementary schools is essentially learning that teaches students about good and correct Indonesian language skills according to their goals and functions (Astuti et al., 2022; Fuad et al., 2020). The aim of Indonesian language subjects is to equip students to have the ability to communicate effectively and efficiently in accordance with ethics both orally and in writing, to respect and be proud to

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use Indonesian as the language of unity and the state language and to understand Indonesian and use it appropriately (Aji & Ngumarno, 2017; Handayani & Subakti, 2020; Khair, 2018).

The objectives of learning Indonesian in elementary school are 1) students appreciate and develop Indonesian as a unified language and state language; 2) students understand Indonesian in terms of form, meaning and function, and use it appropriately and creatively for various purposes and situations; 3) students have the ability to use Indonesian to improve intellectual abilities, emotional maturity and social maturity; 4) students have discipline in thinking and language (speaking and writing); 5) students are able to enjoy and utilize literary works to develop their personality, broaden their outlook on life, and improve their knowledge and language skills (Farhrohman, 2017; Simaremare, 2018).

One of the abilities emphasized in learning Indonesian in elementary school is the ability to read. In the early grades, learning to read is emphasized on technical mastery of reading, namely the ability to convert a series of written symbols (letters) into spoken language. Once this conversion ability is established, learning to read is emphasized on the ability to understand the content of the reading (Harianto, 2020; Haryanto, 2014; Sudiana, 2007). This is in accordance with the essence of reading itself, namely the act of understanding the idea of the author's message conveyed in the text. Previous research states that reading is an activity to find various information contained in writing (Kharizmi, 2015). This opinion is in line with the opinion which states that through reading activities, students will get information and knowledge from various disciplines (Setyawan et al., 2020).

Along with the development of reading theory, the concept of reading has changed. Reading is not only limited to the activity of obtaining written information (both from printed and digital written texts), but also includes the activity of using the information obtained to meet the needs of society and individuals. Reading literacy is defined as the ability to understand, use, evaluate, reflect on forms of written text that are required by society and/or valued by individuals (Rohman et al., 2022; Sari, 2020; Yunita Anindya et al., 2019).

The ability to read is vital for life. The ability to read is seen as a very important factor for a person's success and participation in society (Mahartika & Dewantoro, 2017; Setyawan et al., 2020). Previous research further emphasizes that reading competence is not only important for learning at school, but is also important for social and economic success. Meanwhile, it is recognized that reading ability is very important for student success at school (Fauzi, 2018; Safitri et al., 2020). Meanwhile, other researchers state that reading comprehension is the key to active participation in a developing global society (Brevik & Rindal, 2020).

Even though it is believed that reading is very important in people's lives, the reality shows that in general, our students' reading skills are still low. This fact is shown by the results of international studies or surveys which report the condition of students' literacy which is characterized by low reading comprehension skills. In a survey conducted measuring fourth grade elementary school students, Indonesia was ranked 42nd out of 45 participating countries (Sismulyasih, 2018). Meanwhile, in another survey measuring the ability of 15 year old students in reading, Indonesia was ranked 74th out of 79 participating countries (Hewi & Shaleh, 2020).

Based on interviews with the fourth grade homeroom teacher at SD 3 Banjar Jawa, information was obtained that there were several students whose reading skills were less than optimal. This is supported by observation results which show that several students in the class still seem to be struggling in reading. After finishing reading, they are less able to convey the meaning or idea of the message from the text. One of the factors causing some students to read less fluently and not be able to understand texts is the monotonous learning process. Reading strategies are not taught or trained properly by teachers. In fact, it is very important for students to master these reading strategies. Based on the results of previous research, it is stated that reading strategies have a positive effect on reading comprehension (Asmaryadi, 2021; Zare & Othman, 2013). The use of reading strategies helps students to understand the text better.

Based on the explanation above, it is necessary to carry out research on the effectiveness of reading strategies on the ability to read texts. This research is limited to narrative texts and explanatory texts. The ability to read these two types of text is very important for students, including fourth grade elementary school students. Due to the limitations of researchers, in this study only one school was chosen, namely SD Negeri 3 Banjar Jawa. The purpose of this research was to analyze the effect of learning reading strategies on the ability to read narrative texts and explanatory texts of fourth grade students at SD Negeri 3 Banjar Jawa. Through this research, it will be empirically proven whether learning reading strategies in Indonesian language learning in fourth grade elementary school has an effect on students' ability to read narrative texts and explanatory texts.

## 2. METHOD

This research is a quasi-experimental research. The research design used was a pretest-posttest control group design (Madadizadeh, 2022). The population of this study was all fourth grade students at SD Negeri 3 Banjar Jawa for the 2023/2024 academic year, totaling 111 students. The sample in this study was determined using a simple random sampling technique by drawing lots on the research population. Based on the drawing, a research sample of 76 students was obtained.

The independent variable in this study is learning reading strategies. While the dependent variable is the ability to read narrative texts and students' ability to read explanatory texts. The data collection method used is the test method. The test method was used to collect data on the ability to read narrative texts and the ability to read explanatory texts. The research procedure consists of several stages which can be seen in Figure 1.
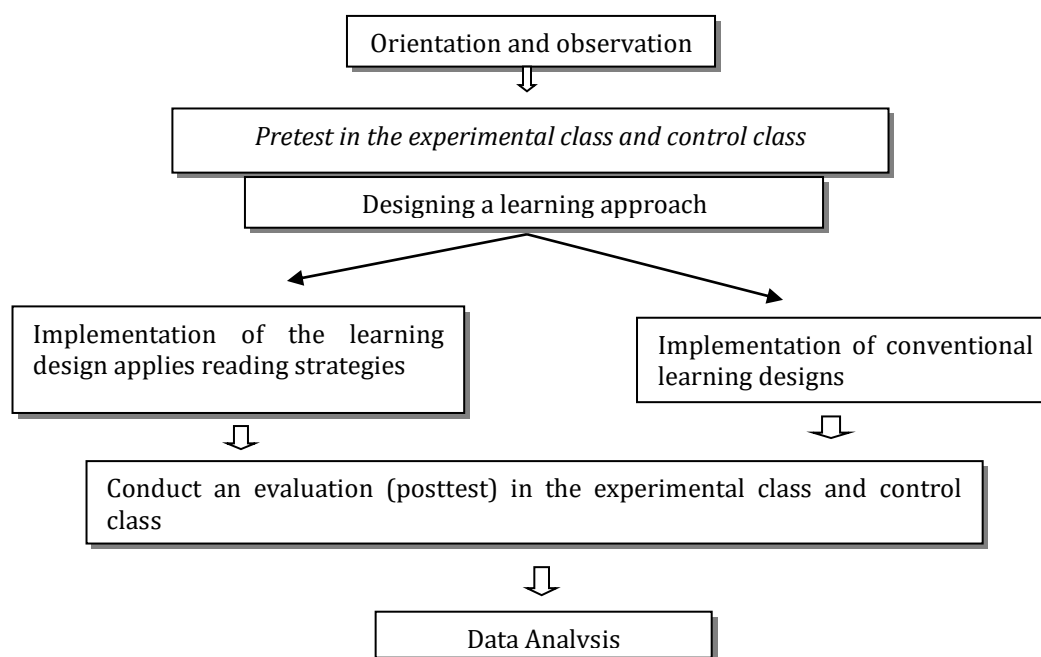


**Figure 1.** Research Procedure

Data on the ability to read narrative texts and the ability to read explanatory texts of students that have been collected are tabulated with the average and standard deviation. The statistical analysis used to test the hypothesis is MANOVA.

## 3. RESULT AND DISCUSSION

### Result

In order to find out the tendency of data classification on the ability to read narrative texts and the ability to read explanatory texts of students who follow conventional learning and reading strategies. Based on the results of the calculations, it is then possible to compile a conversion table for the category of data on the ability to read narrative texts and the ability to read explanatory texts of students participating in conventional reading and learning strategies shown in Table 1.

**Table 1.** Interval Class for Each Category

| Interval | Clasification |
|---|---|
| $65 < \bar{X} \leq 80$ | Very good |
| $55 < \bar{X} \leq 65$ | Good |
| $45 < \bar{X} \leq 55$ | Medium |
| $35 < \bar{X} \leq 45$ | Poor |
| $20 < \bar{X} \leq 35$ | Very Poor |

Based on Table 1, the ability to read narrative texts of students who take part in reading strategy learning is 71.24, it can be seen that the data trend for the ability to read narrative texts of students who take part in reading strategy learning is in the very good category. Judging from the average ability to read narrative texts of students who took part in conventional learning around 57.53, it can be seen that the data trend for the ability to read narrative texts of students who took part in reading strategy learning was in the good category. Judging from the average reading ability of explanatory texts for students who took part in reading strategy learning is 64.58, it can be seen that the data trend for the ability to read explanatory texts of students who took part in reading strategy learning was in the good category. Judging from the average ability to read explanatory text for students who follow conventional learning is 59.08, it can be seen that the data trend for the ability to read explanatory text for students who follow conventional learning is in the good category. The results of the normality test for data distribution in this study are shown in Table 2.

**Table 2.** The Result of Normality Test

| Group | | Kolmogorov-Smirnov (Sig.) | Detail |
|---|---|---|---|
| Ability to read narrative text | Experiment | 0.200 | Normal |
| | Control | 0.054 | Normal |
| Ability to read explanatory text | Exsperiment | 0.090 | Normal |
| | Control | 0.200 | Normal |

Based on Table 2 showing the normality test, it can be concluded that all groups of data in this study are normally distributed. Based on the homogeneity tests that have been carried out, the results obtained are as shown in Table 3.

**Table 3.** Summary of Variance Homogeneity Test Calculations

| Variable | F | df1 | df2 | Sig. |
|---|---|---|---|---|
| Ability to read narrative text | 0.193 | 1 | 74 | 0.662 |
| Ability to read explanatory text | 1.016 | 1 | 74 | 0.317 |

Based on the homogeneity test in Table 3, the significance values obtained together and separately were above 0.05, so it can be concluded that all data groups are homogeneous. The results of the correlation test analysis in this research can be seen in Table 4.

**Table 4.** Correlation Test between Dependent Variables

| Group | Value of $r_{count}$ (Pearson's Correlation) | Level of significance (sig.) | Categorize |
|---|---|---|---|
| Experiment | 0.266 | 0.106 | Not significant |
| Control | 0.089 | 0.594 | Not significant |

Table 4 shows that the significance values are 0.106 and 0.0594 or greater than 0.05 (sig.>0.05). This shows that the relationship or correlation between the dependent variables is not significant or that there is no correlation between the dependent variables. Therefore, the MANOVA test is feasible to carry out.

Referring to the results of the three prerequisite tests above, the analysis requirements test using MANOVA has been fulfilled. The MANOVA test is used to test whether there are differences in the dependent variables between several different groups. To test the first and second hypotheses, it can be seen from the Test of Between-subjects Effect Table from the calculation results with the help of the SPSS application. The summary of the results of this analysis can be seen in Table 5.

**Table 5.** The Result of First Hypothesis Test

| Dependent variable | Sources | JK | Df | RJK | F | Sig. |
|---|---|---|---|---|---|---|
| Ability to read narrative text | Between | 3571.592 | 1 | 3571.592 | 174.070 | 0.000 |
| | Inside | 1518.342 | 74 | 20.518 | | |
| | **Total** | 320109 | 76 | | | |

Table 5 shows the dependent variable the ability to read narrative texts has an F value of 174.070 with a significance value of 0.000 or less than 0.05. This shows that the F value on the dependent variable of ability to read narrative text is significant. Therefore, it can be concluded that learning reading strategies has a significant effect on students' ability to read narrative texts. Testing the second hypothesis obtained results as shown in Table 6.

**Table 6.** The Result of the Second Hypothesis Test

| Dependent variable | Sources | JK | Df | RJK | F | Sig. |
|---|---|---|---|---|---|---|
| Ability to read explanatory text | Between | 574.750 | 1 | 574.750 | 23.550 | 0.000 |
| | Inside | 1806.026 | 74 | 24.406 | | |
| | **Total** | 292915 | 76 | | | |

From Table 6, it can be seen that the dependent variable, the ability to read explanatory text, has an F value of 23.550 with a significance value of 0.000 or less than 0.05. This shows that the F value on the dependent variable of ability to read explanatory text is significant. Therefore, it can be concluded that learning reading strategies has a significant effect on students' ability to read explanatory texts.

In this study, the ability to read narrative text and the ability to read explanatory text were differentiated for students who took part in reading strategy learning from groups of students who took part in conventional learning. The decision was taken using Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root analysis, the analysis of which was carried out with the help of SPSS. The results of the hypothesis analysis for this study can be seen in Table 7.

**Table 7.** Result of Multivariate Test

| Statistic | F Value | Significance Level (sig.) | Conclusion |
|---|---|---|---|
| Pillai's Trace | 89.124 | 0.000 | Significant |
| Wilks' Lambda | 89.124 | 0.000 | Significant |
| Hotelling's Trace | 89.124 | 0.000 | Significant |
| Roy's Largest Root | 89.124 | 0.000 | Significant |

The results of the analysis in Table 7 show that the F value for Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root is 89.124 and has significance value smaller than 0.05. Therefore, the F values for Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root are significant. So, it can be concluded that simultaneously, learning reading strategies has a significant effect on students' ability to read narrative texts and students' ability to read explanatory texts.

**Discussion**

Innovative learning strategies that have been implemented in this study are effectively applied to improve students' reading ability in narrative texts. Based on testing the first hypothesis, an F value of 174.070 is obtained with a significance value of 0.000 or less than 0.05, so it can be concluded that learning reading strategies has a significant effect on students' ability to read narrative texts..

The results of this study are in line with the results of research which found a significant influence of the DRTA strategy on elementary school students' intensive reading abilities (Misvaindra & Sukma, 2020). The implication of the research is as a reference for teachers in improving elementary school students' intensive reading skills. Furthermore, previous research showed that the Directed Reading Thinking Activity (DRTA) strategy had a significant effect on the reading comprehension ability of fifth grade students (Krismonika, 2020). The results of this research are in line with the results of research which shows that speed reading teaching used in Indonesian language learning in fifth grade of SD Negeri 55 Parepare can have a positive influence on increasing students' reading comprehension (Sultan & Nur, 2020).

According to previous research, reading strategies are habits and procedures that readers use to help understand the text (Karakaita Putri et al., 2019). Strategies are applied consciously when reading to help construct meaning. Various reading strategies that have been applied in this study have succeeded well in improving students' reading skills in reading narrative texts. Narrative text is an essay that presents a series of events and is arranged chronologically according to the time sequence (Khairunnisa & Astri, 2021; Nurmalasari, 2022).

The learning to read applied in this study varied according to the interests and abilities of the students. This causes the ability to read explanatory texts of students can be improved properly. This is

proven by testing the second hypothesis, getting an F value of 23.550 with a significance value of 0.000 or less than 0.05, so it can be concluded that learning reading strategies has a significant effect on students' ability to read explanatory text.

The results of this study are in line with the results of the study which stated that reading ability is strongly influenced by the learning strategies employed by the teacher (Kustoko et al., 2021). Therefore, it is very important to pay attention to learning strategies to improve students' reading abilities. Furthermore, another study stated that the Reading Guide method had a positive effect on the ability to read comprehension in fifth grade students at SDN 4 Danger (Rands et al., 2021).

According to previous research, reading is an activity to find various information contained in writing (Kharizmi, 2015). By having reading skills, someone will be able to understand the message or meaning conveyed by the author through writing. Through reading activities, students will gain information and knowledge in other fields of study, such as mathematics, social sciences and other fields of science (Fauziyah & Kurniawan, 2020; Rohman et al., 2022). Meanwhile, other research states that reading is the ability possessed by individuals to find information through words and writing (Hidayat & Rohati, 2020). Reading can also be interpreted as the process of understanding written language. Furthermore, other research reveals that reading is a process carried out and used by readers to obtain messages conveyed by writers through the medium of words/language (Yunita Anindya et al., 2019).

One of the reading text that students must understand is explanatory text. The ability to read explanatory text is the reader's ability to understand explanatory text. This ability is very important for students to increase their insight and knowledge. This is in accordance with the nature of the explanatory text itself as a text whose contents explain the process of the occurrence or formation of a natural or social phenomenon (Akram Budiman Yusuf & Muhammadd Dahlan, 2021; Febriani & Effendi, 2021). Furthermore, other research also revealed that explanatory text is a text that presents natural phenomena that are informative and factual so that the explanatory text is useful for readers and can be trusted (Susdiana, 2017). Explanatory text aims to provide information as clearly as possible to the reader so that he understands or understands a phenomenon that occurs (Khairullah et al., 2019; Setiawan et al., 2019).

Reading strategy is how readers understand what they read. This can help students in reading and improve understanding of the text. One of the factors causing some students to read less fluently and not be able to convey the meaning or message of the text they read is the monotonous learning process (Oktadiana, 2019; Pratiwi & Ariawan, 2017). Reading strategies are not properly taught and trained by teachers so that students do not master reading strategies. Mastery of reading strategies is very important to apply so as to be able to understand the message or meaning of a text (Karakaita Putri et al., 2019; Yunita Anindya et al., 2019). Thus, mastering reading strategies will greatly influence students' ability to read texts, both narrative texts and explanatory texts.

The use of various reading strategies in learning to read students certainly has a positive impact. This is because students do not feel monotonous and challenged in learning. This research has proven that: testing the third hypothesis shows that the F value for Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root is 89.124 and has a significance value smaller than 0.05. Therefore, the F values for Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root are significant. So, it can be concluded that simultaneously, learning reading strategies has a significant effect on students' ability to read narrative texts and students' ability to read explanatory texts.

Based on the research that has been carried out, suggestions can be made for students to get into the habit of reading every day, so that students' ability to read texts can be optimally improved, and students have broad insight. Apart from that, teachers are advised to create a creative and innovative reading learning process, so that students feel happy in participating in the learning process. Schools are also advised to prepare good facilities and infrastructure to develop students' reading skills. Other researchers are advised to develop this research, so that literacy activities in elementary schools can be developed in accordance with government goals.

## 4. CONCLUSION

Based on the research that has been done, there is a significant effect of learning reading strategies on the ability to read narrative texts in class IV SD Negeri 3 Banjar Jawa. In addition, there is a significant influence of learning reading strategies on the ability to read explanatory texts of fourth grade students at SD Negeri 3 Banjar Jawa. Simultaneously, there is a significant effect of learning reading strategies on the ability to read narrative texts and the ability to read explanatory texts of fourth grade students of SD Negeri 3 Banjar Jawa.

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