

Guided Reading Methods Assisted by Animation Videos to Improve Inferential and Textual Reading Comprehension

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ABSTRAK

Kemampuan membaca pemahaman merupakan suatu hal yang perlu dikuasai siswa, tetapi minat dan kemampuan membaca pemahaman siswa di Indonesia masih sangat rendah. Hal ini salah satunya disebabkan oleh belum optimalnya penggunaan metode atau media yang digunakan oleh pengajar. Penelitian ini bertujuan untuk menyelidiki pengaruh metode membaca terbimbing berbantuan video terhadap kemampuan pemahaman membaca siswa sekolah dasar. Metode yang digunakan dalam penelitian ini adalah metode Quasi Eksperimental dengan desain penelitian Non-Equivalent Control Group Design. Sampel penelitian berjumlah 250 siswa sekolah dasar yang memenuhi kriteria peneliti. Teknik pengumpulan data dalam penelitian ini adalah tes, lembar observasi dan studi dokumentasi. Instrumen yang digunakan adalah teks yang digunakan memiliki 2 topik yaitu bencana alam dan ketimpangan sosial. Sementara itu analisis data yang digunakan adalah uji t dan uji regresi. Uji t dilakukan untuk mengetahui efektivitas metode membaca terbimbing. Selain itu, analisis data uji regresi baku juga dilakukan untuk melihat jenis pemahaman yang lebih unggul antara tekstual atau inferensial berdasarkan jenis teks. Hasil penelitian menunjukkan bahwa kemampuan membaca pemahaman siswa yang mendapat intervensi metode membaca terbimbing mengalami peningkatan yang signifikan. Peningkatan keterampilan pemahaman terlihat pada pemahaman tekstual dan inferensial. Selain itu, pembaca dengan kemampuan inferensial yang baik juga mempunyai tingkat pemahaman yang baik. Berbeda dengan pembaca dengan pemahaman tekstual, mereka mempunyai tingkat pemahaman yang baik hanya pada aspek tekstual saja.

ABSTRACT

Reading comprehension ability is something that students need to master, but students' interest and ability in reading comprehension in Indonesia is still very low. This is partly caused by the less than optimal use of methods or media used by teachers. This research aims to determine the effect of video-assisted guided reading methods on elementary school students' reading comprehension abilities. The method used in this research is a Quasi Experimental method with a Non-Equivalent Control Group Design research design. The research sample consisted of 250 elementary school students who met the researchers' criteria. Data collection techniques in this research are tests, observation sheets and documentation studies. The instrument used is a text that has 2 topics, namely natural disasters and social inequality. Meanwhile, the data analysis used is the t test and regression test. The t-test was carried out to determine the effectiveness of the guided reading method. Apart from that, standard regression test data analysis was also carried out to see which type of understanding was superior, textual or inferential based on the type of text. The research results showed that the reading comprehension ability of students who received guided reading method intervention experienced a significant increase. Improved comprehension skills were seen in textual and inferential comprehension. Apart from that, readers with good inferential abilities also have a good level of comprehension. In contrast to readers whose understanding is textual, they have a good level of understanding only in the textual aspect.

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1. INTRODUCTION

Students at elementary school level should already have the ability to read comprehension both textually and inferentially. However, this condition is in contrast to conditions in the field. There are still many students who do not have good reading skills. One of the causes of the phenomenon of low reading ability in the field is the lack of variety in reading teaching methods in the lower grades. Literacy learning methods in lower grades must be varied to avoid student boredom. In the lower grades, children's reading development must be considered because it can influence children's reading fluency and increase their information and knowledge (Liu & Chen, 2020; Mulyati & Hadianto, 2019). Reading ability must focus on one skill, namely reading comprehension. Reading comprehension is reading that focuses on the reader's understanding (Child et al., 2020; Meguro, 2019). In this case, reading comprehension skills focus on understanding the meaning of reading so that students obtain information in the learning process. Reading comprehension aims to search for and obtain information including the content and understand the meaning of reading. When a student has good reading comprehension skills, it will be easier for the student to obtain information from various sciences (Albus & Seufert, 2018; Arrington et al., 2019). This is important to improve one's insight and mindset. By reading we will get various kinds of new information that we did not know before, which will most likely be useful for us later. The more knowledge we have, the better prepared we will be to face life's challenges both now and in the future. However, even though reading has many benefits, literacy problems are still something that must be overcome in Indonesia. Based on a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia is ranked 62nd out of 70 countries, or in the bottom 10 countries with low scores. literacy level. PISA is an international study of the reading, mathematics and science abilities of 15-year-old school students and how they apply this knowledge in everyday life. From the PISA results, Indonesian students obtained a reading ability score of 397 (Brown et al., 2019; Chen et al., 2020). Compared to neighboring countries, Indonesia lags behind Malaysia in 43rd place with a score of 431, and Singapore in first place with a score of 535 (Ding et al., 2018; Gutiérrez-Colón et al., 2019).

From the explanation above, it can be seen that reading ability is something that students need to master, but students' reading interest and understanding in Indonesia is still very low, even though reading/literacy is one of the keys to successful learning in order to master reading. realizing quality human resources for Gold Indonesia 2045. The above problems occur because educators have not been able to optimize existing technology to create learning that involves technology-based learning media. This is caused by several things, such as the not yet optimal use of learning media in delivering material, especially Indonesian language content (Ardasheva et al., 2017; Bonifacci et al., 2018). In these conditions, several difficulties arise that students experience, especially in reading comprehension activities, including: Students have difficulty understanding the content of the stories they read so that students are less able to answer questions related to the content of the reading. , Students have difficulty finding the main idea in the story. each paragraph of the story, and students have difficulty summarizing the contents of the story using their own words into one complete sentence (Burin et al., 2020; Peters et al., 2020). To overcome the above problems, the right approach is needed in the learning process.

One way that can be done to achieve learning objectives is the need for media as a tool used in the learning process. One of the media that can be used is animated video media. Learning carried out using video media is effective in enabling children to accept the learning provided (Li & Ma, 2020; Malakul & Park, 2019; Moon & Ryu, 2018). The use of videos in learning can bring students to real situations so that students can understand the material concretely. By using animated videos, students will gain new experiences in the learning process so that students' experiences which were originally abstract will change to become more concrete so that interest in learning will continue to arise in students (Dolean et al., 2023; Hadianto, Damaianti, Mulyati, et al., 2021). Apart from media, educators also need to pay attention to the methods used. The guided reading method is a guided learning method to help students use strategies to learn to read independently." Guided reading is a learning method that can make students active when learning literacy/reading. So that the reading process can run effectively, teachers can provide reading guidelines (Inácio et al., 2020; Ravand & Robitzsch, 2023; Wang et al., 2022). These guidelines are in the form of questions that students must answer according to the content of the reading (text). in class will be more fun and memorable. In addition, students will better understand the content of the reading (Kuzmičová et al., 2019; Tantowie, 2023).

Previous research that is relevant to this research is research on the ability to understand story reading through the application of guided reading procedures in elementary schools. Apart from that, this research both uses the Guided Reading Procedure strategy. The results of this study show that the guided reading method is quite effective in improving reading comprehension skills (Hadianto, Damaianti, V., et al., 2021; Karami, 2020). In addition, other research examines the role of verbal cues to see the relationship

between metacognition and reading strategies which shows that reading strategies are very dependent on the type of reading ability (Ebadi & Ashrafabadi, 2020; Knoop-van Campen et al., 2019). In addition, other studies found that guided reading method interventions in high grades did not have a significant impact on reading comprehension abilities. The difference between current research and previous research is that the use of technology in its application is still not optimal. So, the aim of this research is to test the effectiveness of the video-assisted guided reading method in improving the reading comprehension skills of lower grade students. This research was conducted on two reading skills, textual and inferential comprehension. Textual reading comprehension is a basic understanding that elementary school students must have. Likewise, inferential understanding for elementary school students in higher classes must have reading comprehension skills. Researchers also investigated students' level of understanding based on the type of text used to find out whether the type of text influenced students' level of understanding.

2. METHOD

The method used in this research is a quasi-experimental method. This method has a control group but cannot fully control external variables that influence the implementation of the experiment. This research is quantitative research, namely research that compares conditions before and after treatment in the control class and the experimental class. The situation before treatment is used as a basis for determining changes and giving a posttest at the end of treatment shows the extent of the effect of the treatment (Hautala et al., 2020; Tantowie et al., 2021). The design used in this research is a non-equivalent control group design, where the experimental group and control group in this design are not chosen randomly. In this design, an experimental group and a control group are compared. Where both classes were given a pretest to find out the students' initial abilities and ended with a posttest to find out the students' final abilities after treatment, treatment and finally a posttest was given.

This research will be conducted on students in grades 3-6 of elementary school with a research sample of 300 students divided into two classes, namely the experimental class with 150 people and the control class with 150 people. The sampling technique used in this research is non-probability sampling, namely a sampling technique that does not provide equal opportunities or opportunities for each element or member of the population to be selected as a sample. Meanwhile, the type of non-probability sampling used is purposive sampling, namely a technique for determining samples with certain considerations. The criteria that can be used as samples in this research are students in grades 3-6 who have difficulty understanding reading content, are present at school when the research takes place, and have the same average score for reading comprehension ability in the pre-test results. Data collection techniques in this research are tests, observation sheets and documentation studies. The text used has 2 topics, namely natural disasters and social inequality. Meanwhile, the data analysis used is validity testing, reliability testing and hypothesis testing. In hypothesis testing there are prerequisite tests, namely the normality test and homogeneity test. After carrying out the prerequisite test, a t-test was then carried out to determine the effectiveness of the video-assisted guided reading method in improving the reading comprehension skills of low grade students. Apart from that, standard regression test data analysis was also carried out to see which type of understanding was superior between textual or inferential based on text type.

3. RESULTS AND DISCUSSION

Results

In this section, the learning process in the experimental class is explained by applying the Guided Reading learning method assisted by animated video media and the control class uses a conventional learning model. The initial activity carried out by the researcher before carrying out the research was to carry out observations which were explained in the previous chapter. This activity was carried out by conducting interviews and surveys of the previous class, namely students in grades 3-6 who had entered reading comprehension learning. This is done to see the effectiveness of the research instruments that will be used in learning by conducting reliability tests. This validity and reliability test was carried out by researchers before carrying out the research. Once tested, researchers can use the instrument in their research. Below we will explain the implementation of learning to write student narratives for students in grades 3-6 of elementary school, namely the experimental class which was treated with the Guided Reading learning method assisted by animated video media and the control class was not given any media. treatment, but applies conventional learning models. teachers usually apply it in the regular learning process.

In this research, the Independent Sample t Test was used to determine whether there was a difference in the averages of two unpaired samples. To carry out an independent sample t test, you must

first fulfill the requirements for a parametric statistical test, namely that the data used is normally distributed and homogeneous. The following is the basis for decision making in the Independent Sample t Test. 1) If the significance level (2-tailed) is <0.05 , then there is a significant difference between learning outcomes in the experimental class and the control class, 2) If the significance level (2-tailed) is >0.05 , then there is no significant difference significant between learning outcomes in the experimental class and the control class. It can be seen in table 1 the results of the Independent Sample t test in the experimental class using the guided reading learning method assisted by animated videos and the control class using the conventional learning model in teaching students' reading comprehension skills. The Test of Differences in Initial Ability Data (Pretest) in the Reading Comprehension Ability of the Experimental Class and the Control Class is presented in Table 1.

Table 1. Test of Differences in Initial Ability Data (Pretest) Reading Comprehension Ability for Experiment Class and Control Class

Data	Class	N	Equal Variance Assumed			
			Values	T	Say. (2-tail)	When
Prates	Test	150	65.23	0.000	1.000	Accepted
	Control	150	65.21			

It can be seen from the results of the Independent Sample t Test above that H_0 is accepted, because the significance level (2-tailed) obtained is greater than the significance $\alpha=0.05$. In this way, there is no difference in the initial abilities (pretest) of the two classes, namely the experimental class and the control class, on students' reading comprehension abilities before being given treatment. This can be seen from the average narrative writing ability of students in the experimental class which used the guided reading learning method assisted by animated videos of 65.23 and the control class which used the conventional learning model of 65.21. From the value data, it can be seen that the average reading comprehension ability of students is still below the KKM, namely 70. So from this average the level of reading comprehension of students in both the experimental and control classes is in the poor category. In the picture below,

The average results of students' initial reading comprehension ability (pretest) in the experimental class and control class are depicted. The independent sample t test on research data is used to determine whether there is a difference in the means in two unpaired samples. The data used to carry out the independent sample t test must meet the requirements of a parametric statistical test, namely that the sample data is normally distributed and homogeneous. The basis for decision making in the Independent Sample t Test is a) If the significance level (2-tailed) <0.05 , then there is a significant difference between the reading comprehension abilities of students in the experimental class which uses the guided reading learning method. assisted by animated videos and the control class which uses the conventional learning model, b) if the significance level (2-tailed) is >0.05 then there is no significant difference between the reading comprehension abilities of students in the experimental class which uses the guided reading learning method assisted by animated videos and control class using conventional learning models. The test results in the experimental class and control class are presented in Table 2.

Table 2. Test of Differences in Final Ability Data (Posttest) in Reading Comprehension Ability of the Two Groups

Data	Class	N	Equal Variance Assumed			
			Values	T	Say. (2-tail)	Two
Posts	Test	150	82.31	2.412	0.026	Accepted
	Control	150	73.45			

Based on the table above, it can be seen that the significance level (2-tailed) of the final ability data (posttest) in the experimental class and control class is smaller than $\alpha=0.05$, so H_0 is rejected or H_1 is accepted. This shows that there is a difference in the final reading comprehension ability (posttest) of students in the experimental class which uses the guided reading learning method assisted by animated videos and the control class which uses the conventional learning model. If we look at the average final ability results (posttest), the students' reading comprehension ability obtained in the experimental class was 82.31 and in the control class it was 73.45. Based on the results of the final ability data (posttest) in both classes, namely the experimental class and the control class, it shows that they are above the minimum limit, namely 70. The following is a picture of the average final results of the ability data (posttest) for

students' reading comprehension abilities in the experimental class using the assisted guided reading learning method animated videos and control classes use conventional learning models. Initial ability data (pretest) from research conducted in elementary school grades 3-6 in the experimental class and control class showed almost the same results and there were no significant differences between the two. This is in accordance with the results of calculations that have been carried out using the SPSS version 22 application which can be seen in table 1. Based on this table, it can be seen that the probability value or significance value (2-tailed) 1.000 is greater than $\alpha = 0.05$, so H_0 is accepted. This means that there is no difference in the initial ability data (pretest) of students' narrative writing skills in the experimental class and the control class. If we look at the average of students' narrative writing skills, the experimental class and control class average is 65.23.

The influence of the application of the Guided Reading Learning Method (Guided reading) assisted by Animation Video in the experimental class and the conventional learning model in the control class on the Reading Comprehension Ability of Elementary School Students in grades 3-6 can be seen from the results of the t-test analysis of initial ability (pretest) and ability data. final (posttest) in the experimental class and control class. The t-test analysis in this research was assisted by the SPSS version 22 program. The results of the t-test analysis of initial ability score data (pretest) and final ability (posttest) showed a significance level (2-tailed) of 0.025, meaning the significance level (2-tailed) is smaller than $\alpha = 0.05$, then H_0 is rejected. Thus, there is a difference in the final (posttest) reading comprehension ability of students in the experimental class which uses the guided reading learning method assisted by animated video media and the control class students who use the conventional learning model. If we look at the average reading comprehension ability of students in the experimental class, it is 82.31, which is greater than that of students in the control class, namely 73.45. This means that the guided reading learning method assisted by animated video media is more influential in improving students' reading comprehension skills compared to the control class which applies conventional learning models. The increase in scores in the experimental class was greater than in the control class. This shows that the guided reading learning method assisted by animated video media can be said to be more influential in implementing students' reading comprehension abilities compared to conventional learning models. The standard regression results of textual and inferential reading comprehension performance on both texts are presented in Table 3.

Table 3. Standardized Regression Results of Textual and Inferential Reading Comprehension Performance on Both Texts

Predictor	B+ (CI95%)	b-	T	P
Textual Absolute Accuracy				
Topic of social inequality				
Inferential	0.12 (-0.06. 0.27)	0.10	1.22	0.26 ns
Textual	-0.47 (-0.57. -0.34)	-0.65	-7.89	0.001**
Natural Disaster Topics				
Inferential	-0.10 (-0.32. 0.12)	-0.09	-0.93	0.40 ns
Textual	-0.54 (-0.70. -0.42)	-0.64	-7.22	0.001**
Inferential Absolute Accuracy				
Topic of social inequality				
Inferential	-0.74 (-0.91. -0.62)	-0.76	-9.62	0.001**
Textual	0.01 (-0.14. 0.15)	0.16	0.23	0.91 ns
Natural Disaster Topics				
Inferential	-0.72 (-0.91. -0.54)	-0.72	-7.72	0.001**
Textual	0.05 (-0.15. 0.22)	0.06	0.45	0.72 ns

Based on the results of the level of understanding test, the type of question (textual and inferential) has a significant influence on the level of metacomprehension in all multivariates with a value of $F(2,182) = 9.72, p < .001, \eta^2 = 0.104$. Based on the results of the univariate test, the type of question also has a significant effect on the text of Natural Disasters with a value of $F(1,185) = 11.82, p = .001, \eta^2 = 0.072$ and Social Inequality text $F(1,185) = 12.14, p = .001, \eta^2 = 0.065$. When compared between the two texts, students' metacomprehension accuracy in the textual type (Natural Disasters, $M = 1.73, SD = 1.16$; Social Inequality,

$M = 1.62$, $SD = 1.14$) is higher than in the inferential type. Based on these findings, it can be concluded that the level of students' understanding of textual types of questions is consistently better than the level of students' understanding of inferential types of questions. This pattern is found in both texts.

Discussion

Meaningful learning will bring memorable learning experiences for students. The experience students gain will be more memorable and easier to understand if the learning process they obtain is the result of their own understanding and discovery. Therefore, in the guided reading method, the teacher's job is only to provide direction (guidance) so that students can predict and express the information they obtain critically and independently. This is in accordance with the theory which explains that one strategy that can accelerate the literacy of early grade students is the guided reading method (Ravand, 2020; Song & Bruning, 2020). Guided reading is a strategy that can be used to help students' reading fluency and comprehension. Guided reading can also be used to improve predictive abilities, introducing new punctuation and vocabulary (Özbek & Ergül, 2023; Slattery & Yates, 2020). Reading comprehension skills need to be improved, because reading comprehension aims to search for and obtain information including the content and understanding of the meaning of reading (Tengberg, 2020; Zou & Ou, 2022). When someone has good reading skills, he will be able to absorb various kinds of knowledge. This is important to improve one's insight and mindset. By reading we will get various kinds of new information that we did not know before, which will most likely be useful for us later. The more knowledge we have, the better prepared we will be to face life's challenges both now and in the future (Trudell, 2019; Watter et al., 2023; Xu et al., 2022). This of course applies to students in lower and higher classes.

The guided reading learning method assisted by animated video media is more influential in this research because students are guided and directed to explore, apply concepts, discover concepts and build their own knowledge by predicting together what will happen through pictures and reading in the video (Month). (Slattery & Yates, 2020; Wang et al., 2022). So students can more actively express their answers and more easily understand the purpose of the reading. The guided reading method is a guided learning method to help students use independent reading learning strategies and make students more active in reading activities. Learning the guided reading method in class will be more fun and memorable, besides that students will better understand the content of the reading (Brown et al., 2019; Ding et al., 2018). However, learning media is also very useful for supporting the learning process so that activities are interesting and not monotonous. There are four important factors that influence student learning creativity, namely: textbooks, learning atmosphere, media and learning resources. Based on this, teachers must be able to facilitate meaningful learning for their students, therefore teachers must choose the right learning models and media to overcome obstacles and challenges in this era of global competition (Tantowie et al., 2021; Watter et al., 2023). Reading activities are always synonymous with reading books, but the author uses animated video media to increase students' enthusiasm when studying and make learning in class interesting and not boring (Chen et al., 2020; Watter et al., 2023). Learning media is a tool that can assist in the learning process and clarify the meaning of the message or knowledge to be conveyed. Apart from that, learning media is an important component in a learning process (Albus & Seufert, 2018; Gutiérrez-Colón et al., 2019). Learning activities using learning media can help students to build the same learning perception between one student and another, thereby reducing the possibility of misunderstandings in understanding the learning content. The existence of learning media can provide the same visuals to every student even though the interpretations obtained by students vary according to their understanding and experience (Tantowie et al., 2021; Wang et al., 2022). This represents the diversity of results obtained in the learning process. The explanation above shows that learning media can help increase students' enthusiasm when studying so that it is hoped that it can help students understand the learning content being delivered.

Furthermore, the ability to assess the level of metacomprehension is carried out based on textual aspects, not on conclusions when interference occurs. The level of metacomprehension in the aspect of drawing conclusions requires very good reasoning abilities. Readers with good textual comprehension skills will be better able to understand explicit text information and the correlation of ideas contained in each paragraph (Ravand & Robitzsch, 2023; Watter et al., 2023). However, these readers will not be able to understand explicit information that contains several dimensions, including understanding explicit ideas that must be expressed from paragraph correlations (Bonifacci et al., 2018; Trudell, 2019). This textual understanding requires better comprehension skills. Previous research that strengthens the findings of the current research is that internal factors are a strong predictor of the level of metacomprehension (Child et al., 2020; Watter et al., 2023). The majority of readers with inferential abilities use better methods for comprehending reading, for example self-explanation and elaboration. Therefore, mental repression with inferential comprehension abilities requires a coherent representation of text. This process results in a match between the performance assessment and the original ability or it could be said to have a good level

of metacomprehension (Dolean et al., 2023; Zou & Ou, 2022). So, in general metacognitive abilities have a significant influence on reading success both during the process and the results of reading comprehension. This metacognition plays a role in filtering information that is appropriate and inconsistent with the text representation. Text compactness also helps readers understand reading (Chen et al., 2020; Hadianto, Damaianti, V., et al., 2021). Metacognitive abilities have a significant influence on the level of reading comprehension. Readers with poor inferential abilities have suboptimal information monitoring.

This research has the advantage of using the integration of animated videos in the learning process to improve reading skills. This research also contributes to alternative selection and use of learning media that can be integrated with guided reading methods which can be used to improve reading comprehension skills in beginning students. This research has the implication that teachers must be innovative in integrating learning methods with technology to optimize learning outcomes. Apart from that, teachers must also emphasize inferential reasoning in the teaching process, especially in understanding learning material or texts, which can also improve metacomprehension abilities. The limitations of this research include that the sample was only taken from elementary school students, so it needs to be used on middle school students, without considering variables. gender, students' initial reading abilities were not assessed, so that improvements in reading abilities were not revealed in detail. Measuring metacomprehension accuracy with self-report allows for subjective metacognition. Even though there are several shortcomings, this research makes a significant contribution to the reading teaching process so that the reading learning process is more optimal and effective. Future research should consider several suggestions, including the need to involve gender variables, assessments that do not only rely on self-reporting, can be complemented by reports from parents or peers, and need to be complemented by more in-depth qualitative analysis.

4. CONCLUSION

The guided reading learning method assisted by animated video media can significantly improve reading comprehension skills. Improved comprehension skills were seen in textual and inferential comprehension. This increase was caused by training because students were guided and directed to explore, apply concepts, discover concepts and build their own knowledge by predicting together what would happen through pictures and reading videos. Apart from that, readers with good inferential abilities also have a good level of comprehension. In contrast to readers with textual understanding, they have a good level of understanding only on the textual aspect.

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