



Techniques to Improve Elementary School Students' Reading Literacy

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Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa dalam literasi. Penelitian ini bertujuan untuk menganalisis pengaruh scanning terhadap kompetensi literasi membaca ANBK pada siswa kelas V. Jenis penelitian yang digunakan adalah quasi eksperimen design dengan non-equivalent pretest-posttest control group design. Penelitian ini dilakukan dengan jumlah populasi sebanyak 253 siswa. Metode pengumpulan data dalam penelitian ini adalah metode tes, tes yang digunakan berupa tes objektif dengan jenis tes yang digunakan adalah pilihan ganda, pilihan ganda kompleks, dan soal menjodohkan yang berjumlah 30 soal yang telah divalidasi. Data yang terkumpul dinormalisasi menggunakan gain score kemudian dianalisis menggunakan statistik inferensial t-test. Berdasarkan hasil analisis data $t_{hitung} = 9,453$ lebih besar dari $t_{tabel} = 2,002$ pada taraf signifikansi 5% ($\alpha = 0,05$) dengan $dk = (6-1) = 5$, sehingga terdapat perbedaan yang signifikan antara literasi membaca kompetensi siswa yang diajarkan dengan menggunakan scanning dengan yang diajarkan dengan menggunakan pembelajaran konvensional. Dengan demikian dapat disimpulkan bahwa scanning berpengaruh terhadap kompetensi literasi membaca siswa kelas V.

Kata Kunci: Literasi, Teknik Membaca, Scanning

Abstract

This research is motivated by the low ability of students in literacy. The study aims to analyze the effect of scanning on the computer-based national assessment of reading literacy competence in fifth-grade students. The type of research used was a quasi-experimental design with a non-equivalent pretest-posttest control group design. This research was conducted with a total population of 253 students. The data collection method in this study is the test method, the test used is in the form of an objective test, with the types of tests used being multiple choice, complex multiple-choice, and matching questions totaling 30 validated questions. The collected data was normalized using the gain score and then analyzed using the t-test inferential statistics. Based on the results of data analysis, $t_{count} = 9,453$ more than $t_{table} = 2,002$ at a significance level of 5% ($\alpha = 0.05$) with $dk = (6-1) = 5$, so there is a significant difference between the reading literacy competencies of students who are taught using scanning with those taught using conventional learning. Thus it can be concluded that the scanning effect on the reading literacy competence of fifth-grade students.

Keywords: Literacy, Reading Technique, Scanning

History:

Received : September 02, 2022

Revised : September 05, 2022

Accepted : October 12, 2022

Published : October 25, 2022

Publisher: Undiksha Press

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1. INTRODUCTION

Literacy is an individual's ability to use their potential and skills in processing and understanding information when carrying out reading and writing activities (Teguh, 2020; Toharudin et al., 2011). Literacy has many benefits. One of the benefits of this literacy is that it can train oneself to be more accustomed to reading and can also familiarize students with being able to absorb information that is read and summarized using the language they understand (Pakpahan & Fitriani, 2020; Suragangga, 2017). Literacy is very good to apply as early as possible because it has been proven to give children good habits (Irianto & Febrianti, 2017; Safitri & Dafit, 2021). Literacy is appropriate and important for elementary school students to train students' reading habits (Fitriana & Khoiri Ridlwan, 2021). Besides that,

literacy is also very important in supporting the education process in Indonesia and finding out the success or failure of an activity or learning process to be achieved (Hastuti & Lestari, 2018; Rahmania, 2021). In literacy, we can interpret symbols or signs and also symbols of things that readers will understand.

Literacy is an attempt to gain knowledge and provide answers to the challenges of the times with competency aspects of data literacy, technology, and HR/humanism (Harfiani, 2018; Ibda, 2019). New literacy is a foundation that strengthens old literacy, where this literacy activity consists of reading, writing, and arithmetic activities (Ekowati, D. W. et al., 2019; Madu & Jediut, 2022). Literacy is related to the ability to read, analyze and make conclusions based on data and information (big data) obtained from information (Rozak et al., 2018). Technological literacy is literacy related to existing technology or mechanical science. By using technological literacy, we can maximize the results (Latip, 2020; Wulanjani, A. N. & Anggraeni, 2019). Human literacy relates to communication, collaboration, critical thinking, and creative and innovative thinking (Perdana & Suswandari, 2021). There are several types of literacy, such as digital literacy, health literacy, visual literacy, financial literacy, critical literacy, data literacy, technology literacy, information literacy, and statistical literacy (Setyaningsih et al., 2019).

Currently, elementary school education units in Indonesia apply the 2013 curriculum to implement a computer-based national assessment that aims to train elementary school students' literacy and numeracy skills or a minimum competency assessment (Sahari, 2021; Sani, 2021). Literacy skills are very important at this time. Not only to improve the quality of education in Indonesia but also as a measure of eligibility to continue to a higher level of education (Kharizmi, 2015; Mardiyah, 2019). Until now, Indonesia still adheres to education, namely long-life education, where every human wants to learn until the end of his life (Aryadi & Margunayasa, 2022). Therefore literacy is one example of student obligations at school, which is usually used as school culture. Creating a culture of reading or literacy takes work. Educators need time, energy, and creativity to create pure reading habits in students who are thirsty for information in every book or information available and can understand and master what has been read (Madu & Jediut, 2022).

Based on the results of the interviews and reinforced by the results of observations at SD Gugus III, Kediri Tabanan, a problem was found related to the reading literacy skills of students' computer-based national assessments. Based on the reading literacy results of the computer-based national assessment of students in the previous school year, it was stated that students still needed to reach the good category based on benchmark reference assessments. Based on the LAP category, students' knowledge gains were considered good if they reached a percentage of 80-89. However, of the entire fifth-grade students in Gugus III, Kediri Tabanan, only 48.61% reached the good category, and 51.39% still needed to be added to the expected good category. Judging from the average reading literacy results of the computer-based national assessment, the cause of the problem is that in carrying out the computer-based national assessment reading literacy, students often lack time because the literacy questions are quite long, requiring sufficient time to read them and choose answers, besides that because Long literacy questions also make it difficult for students to understand the contents of the question text in finding the core of the text or answers that match the question. In addition to these problems, students need to learn the methods, techniques, and steps in finding a main idea or core of a text, so students' computer-based national assessment reading literacy skills still need to be maximized.

Many reading techniques are currently being developed to replace those not by the times. One of the reading comprehension techniques that can be applied to help facilitate the learning process of computer-based national assessment reading literacy is the scanning reading technique. Scanning is a reading technique that prioritizes reading comprehension

skills and time efficiency. This technique usually finds specific or core information in a reading text. One can easily and quickly find the information needed by scanning reading techniques. Improving one's reading ability can be done with scanning reading techniques so that through this reading technique, one will be able to obtain specific information quickly (Agustini et al., 2019). Scanning techniques in learning to read can be used as a learning support tool to help smooth the effectiveness and efficiency of achieving the expected learning objectives (Rafiza et al., 2021). Reading is a process of getting the message because the nature of reading skills is a receptive activity. Then other researchers stated that scanning is a technique of finding information from reading quickly by sweeping page after page evenly, then when it comes to the part needed, eye movements stop (Notosusanto & Salimi, 2013).

This research is also relevant to research that shows the influence of scanning reading techniques in improving student learning outcomes in Biology subjects (Siddik, 2021). Then research shows that there is an influence of scanning reading techniques in improving the ability to read and understand English texts (Susanty, 2019). Furthermore, research shows the influence of scanning reading techniques in improving the reading comprehension skills of third-grade students at MI Hasyim Asy'ari Surabaya (Purnawati & Oktaviani, 2022). Furthermore, there is research that shows that there is an effect of scanning reading techniques on the ability to read English procedure texts. Research also states that the scanning reading technique affects the reading ability of fourth-grade students at SD Gugus Pelita Jaya (Wijayanti, 2020). The main objective of this study was to describe the extent of reading literacy in the computer-based national assessment in fifth grade SD Gugus III, Kediri Tabanan in the control and experimental groups, which were not treated using scanning reading techniques. As well as describing the significant influence of scanning reading techniques on reading literacy skills on computer-based national assessments in fifth grade SD Gugus III, Kediri, Tabanan.

2. METHODS

This research was conducted at SD Gugus III, Kediri Tabanan. SD Gugus III, Kediri Tabanan, was chosen as the location for research because the problems used in this study were found in that Gugus and all schools in SD Gugus III, Kediri Tabanan, simultaneously implemented the 2013 curriculum. There were no superior classes in the Gugus. The schools included in SD Gugus III, Kediri Tabanan, namely SD Negeri 1 Banjar Anyar, SD Negeri 2 Banjar Anyar, SD Negeri 3 Banjar Anyar, SD Negeri 4 Banjar Anyar, SD Negeri 5 Banjar Anyar, SD Negeri 6 Banjar Anyar, SD Negeri 7 Banjar Anyar, SD Negeri 8 Banjar Anyar, SD Ma Arif, and SD Triamarta. Of the ten schools included in SD Gugus III, Kediri Tabanan, two schools were selected through a lottery as the research sites, namely SD Negeri 8 Banjar Anyar as the experimental class and SD Negeri 1 Banjar Anyar as the control class.

This research was carried out with quantitative research with a quasi-experimental design. It is done because observing student behavior is very limited, especially when students are out of school. It also cannot accurately perceive student perceptions of treatment. The design used is a non-equivalent pretest-posttest control group design. In this study, the pretest was given to the control and experimental groups (Affendi, F. R. & Noah, 2022). To find out how far students' understanding is in the process of reading literacy learning computer-based national assessment. If the pretest results are equivalent, then it can be given treatment in learning by applying the scanning reading technique to the experimental group and not the scanning reading technique to the control group. Then after being given the treatment, a post-test was conducted to find out the results of increasing reading literacy in the computer-based national assessment.

Regarding the data analyzed in this study, namely data on students' computer-based national assessment reading literacy results, the test method was used to collect reading literacy data on students' computer-based national assessments. A test is a systematic tool or procedure using questions or assignments to measure student behavior (Koyan 2012). Another definition is a test, which is a method used to obtain data in the form of a task that must be completed by a person or group of people being tested or called a testee, and from the results of the test, it can produce a score (Wicaksana, 2020). The objective test used is the number of questions that will be given, namely 30 items with previously carried out the instrument feasibility test. Research instruments were developed based on basic competencies and indicators in learning. Before giving tests to students, a test of the instrument was first carried out. Then after testing the instrument, the content and item validity tests were carried out. The test is said to be good if it meets the requirements: validity, reliability, discriminatory power, and difficulty level.

The research instrument grid contains guidelines or guidelines for formulating questions. The indicators contained in the grid are adjusted to the curriculum and teaching materials. The test grid contains themes, text content, indicators, question forms, and cognitive levels. The test grids include objective questions, including multiple-choice, complex multiple-choice, and matching questions. Literacy skills in fifth grade, as measured in this study, were limited to the level of thinking ability to find, evaluate and understand. The research instrument grid can be seen in Table 1.

Table 1. Literacy Grid for Reading the Minimum Competency Assessment

Dimensions	Indicator
Finding Information	Students can find explicit information (who, when, where, why, how) in information texts that continue to increase according to their level.
Understanding Information	Students can conclude changes in events, procedures, ideas, or concepts in information texts that continue to increase according to their level. Students can infer the feelings and characteristics of the characters and other intrinsic elements, such as the story's setting and events, based on detailed information in the literary text, which continues to increase according to the level. Students can compile references (conclusions) based on supporting elements (graphs, pictures, tables) in literary texts according to their level.
Reconstructing/Processing Information	Students can explain supporting ideas in informational texts, which continue to increase according to their level. Students can reflect on new knowledge obtained from 3 texts (personal, socio-cultural, scientific) on their knowledge which continues to increase according to their level. Students can compare the main things (e.g., differences in events, procedures, characteristics of objects) in information texts that continue to increase according to the level.

3. RESULTS AND DISCUSSION

Result

The first activity carried out was giving a pretest to the class that became the experimental and control groups. After the descriptive analysis was carried out, the data were obtained, as shown in Table 2.

Table 2. Results of Descriptive Analysis of Pretest Data SD Negeri 1 Banjar Anyar

Statistics	Experimental Group	Control Group
N	30	30
Maximum Score	22	20
Minimum Score	7	6
Mean	13.10	11.80
Median	13	12
Mode	13	12
Std. Deviation	4.099	3.854

The second activity was giving a post-test to the class that became the experimental and control groups. After conducting a descriptive analysis, the data is obtained, as shown in Table 3.

Table 3. The Results of the Post-Test Data Descriptive Analysis SD Negeri 8 Banjar Anyar

Statistics	Experimental Group	Control Group
N	30	30
Maximum Score	25	21
Minimum Score	11	7
Mean	17.37	13.60
Median	17	13
Mode	16	11
Std. Deviation	3.686	4.214

The next stage is to test the assumptions where. This test is carried out before moving on to the hypothesis testing stage. The first thing to do is to do a normality test. The data normality test was carried out on the literacy results of the experimental and control groups. Based on the data analysis, the normality test results for the distribution of pretest and post-test data for the literacy results of the experimental and control groups can be presented as shown in Table 4.

Table 4. Results of the Data Distribution Normality Test

Data	Group	χ^2_{count}	χ^2_{table}	Conclusion
Pretest	Experiment	3,065	11,070	Normal
	Control	3,068	11,070	Normal
Posttest	Experiment	5,517	11,070	Normal
	Control	6,182	11,070	Normal

Furthermore, the variance homogeneity test was carried out. The homogeneity of variance test was carried out to find the level of homogeneity of the two parties taken from separate groups of one population, namely the experimental group and the control group. In this study, the homogeneity test was carried out on the variance of pairs between the experimental and control groups. The results of the pretest homogeneity test for the variance of the experimental and control groups were $F_{\text{count}} (1.130) < F_{\text{table}} (1.860)$, which means homogeneous. Then the results of the post-test test for the homogeneity of the variance of the experimental and control groups, namely $F_{\text{count}} (1.307) < F_{\text{table}} (1.860)$, which means homogeneous.

The next stage is carried out after testing the assumptions or prerequisites, namely, testing the hypothesis. Based on the results of testing the assumptions, it is known that data

distribution is normally distributed, and the variance is homogeneous. Based on this, hypothesis testing is done using the t-test. The pretest and post-test data were analyzed using the gains score to measure students' ability about the material being studied before and after treatment. Based on the results of the t-test calculation, it is known that the count is 9.453 with a significance level of 5%, and the table is 2.002. This shows that $\text{count} > \text{table}$ so that H_0 is rejected and H_1 is accepted. So it can be concluded that the scanning reading technique significantly affects the literacy of fifth-grade students at SD Gugus III, Kediri Tabanan, Academic Year 2022/2023.

Discussions

The distribution of the pretest and post-test from the experimental and control groups showed various results, indicating an effect that occurred before and after the students received treatment. After descriptive analysis, the mean is greater than the mode and median, thus forming a positive skew curve. It means that most of the scores tend to be low. Based on the tests carried out on the study results, it was found that $\text{count} > \text{table}$ so that H_0 is rejected and H_1 is accepted. So it can be concluded that the scanning reading technique significantly affects the literacy of fifth-grade students at SD Gugus III, Kediri Tabanan, Academic Year 2022/2023. It is in line with research which states that scanning reading techniques affect students' speed reading abilities (Masada & Evitarini, 2022). In addition, research states that scanning reading techniques influence the development of numeracy literacy in children's Mathematics learning in elementary schools (Manguni, 2022). Furthermore, research shows an increase in students' reading skills, especially in English texts, in solving questions related to the reading texts provided (Adawiyah et al., 2020). Research also states that scanning reading techniques influence the reading comprehension skills of fifth-grade students of MI Al – Falah Teratak (Mahyuni, 2020).

Literacy is an individual's ability to use their potential and skills in processing and understanding information when carrying out reading and writing activities or activities (Teguh, 2020; Toharudin et al., 2011). Literacy has many benefits. One of the benefits of this literacy is that it can train oneself to be more accustomed to reading and can also familiarize a person (student) to be able to absorb information that is read and summarized using the language he understands (Pakpahan & Fitriani, 2020; Suragangga, 2017). Literacy is very good to apply as early as possible because it has been proven to give children good habits (Irianto & Febrianti, 2017; Safitri & Dafit, 2021). Literacy is appropriate and important for elementary school students to train student's reading habits (Fitriana & Khoiri Ridlwan, 2021). Besides that, literacy is also very important in supporting the education process in Indonesia and finding out the success or failure of an activity or learning process to be achieved (Hastuti & Lestari, 2018; Rahmania, 2021). In literacy, we can interpret symbols or signs and also symbols of things that readers will understand.

Literacy is an attempt to gain knowledge and provide answers to the challenges of the times with competency aspects of data literacy, technology, and HR/humanism (Harfiani, 2018; Ibda, 2019). New literacy is a foundation that strengthens old literacy, where this literacy activity consists of reading, writing, and arithmetic activities (Ekowati, D. W. et al., 2019; Madu & Jediut, 2022). Literacy is related to the ability to read, analyze and make conclusions based on data and information (big data) obtained from information (Rozak et al., 2018). Technological literacy is literacy related to existing technology or mechanical science. By using technological literacy, we can maximize the results (Latip, 2020; Wulanjani, A. N. & Anggraeni, 2019). Human literacy is related to the ability to communicate, collaborate, and think critically, creatively, and innovatively (Perdana & Suswandari, 2021). There are several types of literacy, such as digital literacy, health literacy,

visual literacy, financial literacy, critical literacy, data literacy, technology literacy, information literacy, and statistical literacy (Setyaningsih et al., 2019).

Research on scanning reading techniques has several advantages, namely, (1) trained students to complete a reading more quickly so they will feel enthusiastic about reading other readings, (2) it makes it easier for students to master information quickly, (3) can help someone to make judgments and decide something, and (4) helping students to know certain information and facts from a text. It is corroborated by research that states that scanning techniques can improve students' reading skills (Rahmi, Y. & Marnola, 2020). Thus the learning process that uses scanning techniques can affect students' computer-based national assessment reading literacy skills (Liusmar & Mukhaiyar, 2020). With these advantages, the researcher realizes that the research still needs improvement because there are still areas for improvement, such as a lack of teaching media or learning media used by researchers to stimulate enthusiasm for learning further and make it easier for students to learn scanning reading techniques. The researcher hopes that there will be other researchers who can improve this research in the future.

4. CONCLUSION

Based on the presentation of the results and discussion, it can be concluded that in the study, there were significant differences in the reading literacy results of the computer-based national assessment of students who were taught using scanning reading techniques and students who were not taught using scanning reading techniques. This significant difference is likely due to the effect of scanning reading techniques on students' computer-based national assessment reading literacy skills.

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