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Increase Reading Comprehension and Critical Thinking through Reading Stories

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ABSTRAK

Keberhasilan pelaksanaan proses pembelajaran guru dalam pelajaran bahasa indonesia di sekolah dasar bergantung pada pemahaman siswa tentang membaca dasar dan keterampilan berpikir kritis. Tujuan penelitian untuk mengembangnkan modul ajar dalam mengembangkan kemampuan membaca dan berpikir kritis siswa (DRTA) model di dalam meningkatkan membaca dan berfikir kritis dari dasar sekolah siswa kelas empat. Penelitian ini dilakukan dengan metodologi deskriptif dengan kombinasi pendekatan pengembangan dan penelitian (R&D) dengan menggunakan desain ADDIE. Dalam melaksanakan penelitian ini, digunakan teknik pengumpulan data yang meliputi pendefinisian tahap awal pengembangan modul dan perancangan prototipe, serta penyusunan draf modul. Pengumpulan data melalui wawancara, observasi, dokumentasi, dan studi literatur. Teknik analisi data yang di gunakan yaitu teknik deskriptif analisis statistik dan statistik inferensial analisis temuan riset menunjukan peningkatan yang signifikan di berbagai bidang di antara siswa kelas 4 dengan jumlah peserta didik 25 siswa. Secara khusus , ada peningkatan yang signifikan dalam kemampuan mereka untuk kemampuan membaca permulaan dan berfikir kritis dengan menerapkan DRTA. Dengan demikain model DRTA bisa meningkatkan kemampuan berfikir mebaca pemahaman dan berfikir kritis.

ABSTRACT

The successful implementation of the teacher's learning process in Indonesian language lessons in elementary schools depends on students' understanding of basic reading and critical thinking skills. The aim of the research is to develop teaching modules in developing students' reading and critical thinking skills (DRTA) models in improving reading and critical thinking from the fourth grade elementary school students. This research was conducted using a descriptive methodology with a combination of development and research (R&D) approaches using the ADDIE design. In carrying out this research, data collection techniques were used which included defining the early stages of module development and prototype design, as well as preparing the module draft. Data collection through interviews, observation, documentation, and literature studies. The data analysis technique used is descriptive statistical analysis technique and inferential statistical analysis of research findings showing a significant increase in various fields among grade 4 students with a total of 25 students. In particular, there was a significant improvement in their ability to initial reading ability material and think critically by applying DRTA. Thus the DRTA model can improve the ability to think, read, understand and think critically.

1. INTRODUCTION

Basically, reading involves understanding and deciphering the meaning conveyed in written content. In order to capture the message contained in the reading material, one must first understand the meaning of the words in the given context. In addition, reading is considered a receptive skill because it allows individuals to receive information, acquire knowledge, and experience new things through the act of reading (Connolly et al., 2023; Fathiara et al., 2019). The classroom has an important role as a context for structured everyday learning activities through different methodologies. One of the main pedagogical methodologies that are considered to be able to enhance creative thinking in students is Cooperative

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Learning (CL), the basic premise of CL is that it must present a method for cooperative work including simultaneous "face to face" interaction between students (Rasna, 2019; Segundo Marcos et al., 2020). Reading is a multifaceted endeavor that includes many components, going beyond mere reading of texts. It involves visual perception, cognitive processes, psycholinguistic understanding and metacognitive activities. In essence, reading involves transforming written symbols into spoken words (Supriatna & Ediyanto, 2021; Wati & Anggraini, 2019). As a cognitive process, it consists of several activities, including word recognition, literal understanding, interpretation, critical analysis, and creative understanding. Reading comprehension ability is closely related to student success in academic contexts where reading serves as the main vehicle for conveying lesson content to increase student awareness of the importance of skilled reading for academic success, the amount of reading practice required to become a skilled reader, and the demands of reading assignments for writing (Damaianti, 2021; Stoller & Nguyen, 2020).

Regarding reading comprehension, experts have different opinions regarding its level (Tarchi, 2017; Ward et al., 2020). This level can be categorized into four types of understanding. The first level is literal understanding, which represents a fundamental understanding of the text. The second level, inferential understanding, involves understanding information that is indirectly stated or implied in the text. Next, the third level is critical understanding, and finally, the fourth level is creative understanding. Listening comprehension is the most underrated skill in the attainment of a Second Language, listening activities contribute a fundamental part in developing language learning and communication this understanding has been identified as an active process; although students understand it as a passive activity (Mahmudah, 2016; Sandra & Kurniawati, 2020).

Critical thinking is an important cognitive skill that every individual should have. The understanding put forward is that critical thinking is a systematic process aimed at making reasoned decisions regarding beliefs and actions (Shanti et al., 2017; Vasilica et al., 2021). In essence, critical thinking involves reflective thinking, concentrating on determining what to believe and how to act. As individuals are involved in this process, they experience transformation in various aspects, including knowledge, attitudes, behaviors, skills, abilities, and other relevant aspects. To overcome this problem, Computational Thinking (CT) is used, which is high-order thinking in solving problems and optimizing ways to acquire knowledge (Su & Yang, 2023; Youjun & Xiaomei, 2022).

The effectiveness of the teaching and learning process is measured by students' mastery of basic subject skills. These skills include knowledge, abilities, and attitudes. But in reality, not all students achieve the desired learning outcomes. To improve learning achievement, teachers are expected to choose appropriate teaching and learning strategies, build students' learning abilities and, consequently, increase their academic achievement (Adnan & Romli, 2022; Konstantinidou & Scherer, 2022). The competence of a teacher includes managing the class during the learning process, which involves proficiency in utilizing a variety of learning strategies, models, and various learning materials that can stimulate students' interest in learning thereby increasing their academic achievement. According to a comparative study of teacher education in developed countries with established systems, teacher education programs seek to link theory and practice through reflective work design and the integration of high-quality clinical work (Bashith, 2017; Matsumoto-Royo & Ramírez-Montoya, 2021).

Based on the findings of an initial study conducted through a survey of teachers and students at SDN Kalipang 1, Kediri Regency, certain observations were made. Interviews with school teachers indicated that students showed low engagement levels, and some of them struggled with reading and critical thinking during teaching and learning activities. Starting in March 2020, the COVID-19 pandemic and subsequent school closings, stay-at-home orders, distancing guidelines physical, and government-mandated security measures cause substantial changes to students' (Cortez et al., 2023; Susanty, 2020). This can be attributed to the teacher-centred approach to learning, which focuses less on students and their active involvement in the learning process. Observations and interviews by researchers with fourth grade students at SDN Kalipang 1 Kediri also support this finding, revealing that there are difficulties in learning Indonesian, especially related to reading and critical thinking among fourth grade students. Educators rarely incorporate the value of writing into the science curriculum. In contrast, teachers often use writing as an assessment tool to evaluate students' knowledge (Kim & Kim, 2021; Krismony, N., P. et al., 2020).

These difficulties, as mentioned by, include various challenges faced by students, including: (1) difficulties in understanding the contents of the story, (2) difficulties in identifying the main ideas in each paragraph of the story, (3) difficulty expressing their thoughts, and (4) difficulty connecting words into coherent sentences when summarizing stories (Srihastuti & Wulandari, 2021; Vartiainen et al., 2016). These problems show that students often play a passive role in the learning process. Several factors were identified as the cause of the problem, such as teachers' limited understanding of various Indonesian language learning strategies, lack of students' interest in reading texts, inadequate school facilities, and no

encouragement from schools to promote reading activities. To measure the success of learning, the passing score is set at a score above the minimum competency level (KKM), usually 70%. However, research conducted at SDN Kalipang 1 Kediri Regency revealed that 50% of students scored below the KKM, indicating that 7 out of 14 students were below the expected standard, with only half of the students scoring above the KKM (Putri Ningrat et al., 2018; Rodriguez & Lieber, 2020). Explains reading comprehension as a complex intellectual process that involves two main abilities: understanding the meaning of words and the ability to analyze verbal concepts, furthermore, previous study states that reading comprehension includes various types of reading, including understanding literary standards or norms (literal standards), giving critical reviews, interpreting written drama (printed drama), and analyzing patterns of fiction (Patiung, 2016; Ulfah & Purwanti, 2020)..

According to research conducted concept maps are visual representations of knowledge that have the potential to increase individual understanding in a structured and meaningful way (Pratama & Haryanto, 2018; Redmond et al., 2018). Through meaningful learning, new information can be integrated into an individual's cognitive structure, leading to better organized learning outcomes. Based on these thoughts, the researcher aims to develop grammar teaching materials to improve reading comprehension and critical thinking skills of fourth grade elementary school students. Substantial research shows that driving progress in reading comprehension for all children requires more than rich text input. This requires teaching reading that is directed, strategic, and diligent (Magnusson et al., 2023; Sukirman & Mirnawati, 2020).

The key factor that strongly predicts reading success in children is their reading motivation. This is evident in countries such as Norway, where the cultural and educational environment, as seen in the creation of the SELM (Self-Regulated Learning Model), plays an important role. It is assumed that most children start grade 1 with a genuine interest in literacy but may have limited reading skills (Guo et al., 2018; Hermawan et al., 2020). Therefore this study aims to develop teaching modules in developing students' reading and critical thinking skills (DRTA) models in improving reading and critical thinking from the fourth grade elementary school student. The novelty of this study is prepare the correlation between STR (Self-Regulated Learning) progress and academic achievement focused on students deemed to be at academic risk in grades 1 to 5.

2. METHOD

This research is classified as development research and Research and Development (R&D) using the ADDIE design (Mulyadi, 2013). The focus of the research was to make teaching materials in the form of Indonesian language learning modules by utilizing the Thiagarajan model to improve students' reading and critical thinking skills in elementary schools, especially for grade 4 students with a total of 25 students at SDN Kalipang 1. Grogol District, Kediri Regency. The Thiagarajan model, as described in involves four stages of development, commonly referred to as 4-D: define, design, develop, and deploy (Ochoa et al., 2020). This study uses the ADDIE design using a post test and pretest to find out the strengths and weaknesses of students before taking lessons as well. However, because this research lasted for one year, only the first three stages (defining, designing, and developing) were completed, and the dissemination stage was not reached. The scope of this research falls under educational research, and its main objective is to develop grammar teaching materials that can enhance students' reading comprehension and critical thinking skills in elementary schools. The success of the research will be determined to what extent the modules developed help grade 4 students and teachers during the learning process in elementary schools.

The research variables can be categorized into two main aspects, namely: (1) development of grade 4 elementary school modules to improve students' reading and critical thinking skills, and (2) assessment criteria consisting of five levels: "not helpful," not helpful enough, quite helpful ", "helpful" and "very helpful". To illustrate a research design, a chart or figure, similar to the example in Figure 1, can be used to present information effectively.

3. RESULT AND DISCUSSION

Result

At this particular stage, there are two important tasks that need to be performed. The first task is to analyze the content requirements or subject matter in Indonesian language teaching materials, especially in reading comprehension and critical thinking in Bung Karno's texts. The second task is to analyze the needs of teaching materials specifically designed to improve reading comprehension and critical thinking skills in studying Bung Karno's texts.

During this stage, the focus is on carrying out activities to ascertain the content or subject matter required for the development of teaching materials. In particular, the aim was to identify all relevant content based on the Indonesian language syllabus, emphasizing reading comprehension and critical thinking in Bung Karno's text, which was aimed at Grade 4 SD students. In addition, characteristic analysis was carried out by looking at the syllabus and lesson plans on valid reading comprehension and critical thinking in Indonesian material. The criteria is show in Table 1.

Table 1. Instrument Eligibility Criteria.

Instrument Eligibility Criteria	
Content Eligibility	1. Completeness of material in teacng materials
	2. The depth of the material in teaching materials
	3. Accuracy of material contained in
	4. Support Learning Materials in tea
Appropriateness Language	1. Compatibility with Developmental Level

At this stage, the needs analysis aims to comprehensively assess the requirements of teaching materials, taking into account the complex interplay of factors that contribute to improving students' reading comprehension. These factors involve the teacher's guidance strategy, learning environment, reader's background, individual differences among readers, specific task, and the text itself. At this stage, the investigation is focused on determining the requirements of teaching materials that facilitate reading comprehension and critical thinking skills especially in the context of Bungkarno's texts. The aim is to identify the essential components needed to develop effective teaching materials that enhance students' ability to understand and think critically when studying Bungkarno's texts. Results of the trial by Indonesian language experts is show in Table 2.

Table 2. Results of The Trial by Indonesian Language Experts.

Criteria		**Obtain**	**Score**	**Score maximum**	**Average score**	**Percentage per Criterion**
Content Eligibility	1. Completeness of material in teaching materials	1	4	4	4	75%
		2	4	4		
		3	4	4		
		4	4	4		
	2. The depth of the material in teaching materials	1	4	4	3.25	85%
		2	3	4		
		3	3	4		
		4	3	4		
	3. Accuracy of material contained in teaching materials	1	4	4	4	100%
		2	4	4		
		3	4	4		
		4	4	4		
	4. Support Learning Materials in teaching materials	1	4	4	4	100%
		2	4	4		
		3	4	4		
Appropriateness Language	5. Compatibility with Developmental Level	1	4	4	3.6	91.6%

In the 21st century, modern technological advances, such as podcasting and blogging, have an impact on teaching and learning methods, as shown by Education today goes beyond traditional concrete media, and learning can also be facilitated through educational video games, an area that has been studied extensively to explore the effects of the latest educational video games, as stated by collaboration among peers can pose challenges for students, especially those with social motivational vulnerabilities and reading difficulties.The emotional aspect of such collaboration is not well understood. In a learning environment, teachers and fellow students interact and influence each other in a system that dynamic, as highlighted in research Reading comprehension plays an important role in young learners' abilities to acquire knowledge and apply it effectively in their studies and future careers, underscoring the critical importance.

At the development stage several activities were carried out including the preparation of teaching materials in accordance with the syllabus. Innovative educators design curricula to foster mutual respect

between students and teachers, promoting a more student-oriented approach. Prior to the COVID-19 pandemic, traditional classrooms relied on lecture-based teaching methods, which did not promote inclusivity, active participation, negotiation and critical thinking. Students are mostly passive listeners, taking notes as a primary learning tool. Compiling lesson plans, preparing material according to the syllabus, and evaluation are crucial aspects at this stage. Critical thinking has been a major focus of research and pedagogy across disciplines such as philosophy, psychology and education for more than a century.

This involves the development of interrelated thinking skills and attitudes, as balanced thinking skills coupled with a willingness to act critically contribute to cultivating critical thinking. Schools must develop strategies to foster such mindsets. The 5E learning model is in line with constructivist pedagogy and principles. The levels of the model include participation, exploration, explanation, elaboration, and consideration. Each step serves a different purpose from the student's perspective, emphasizing the need to link past and present learning experiences. In addition, this model supports evaluation, which is useful for students and teachers to assess learning and understanding. The development of teaching materials is carried out to meet the needs of both teachers and students. The results of this stage are in the form of structured teaching material products that are aligned with the required competencies, along with a questionnaire designed to measure validity and collect data from research subjects.

In implementing the use of teaching materials, there are several important elements that need to be considered, in the current technological era, the development of educational teaching materials is very important, adapted to the growing needs of students. Teaching materials play an important role in learning Indonesian because they serve as guidelines in the implementation of learning activities, which aim to achieve the intended learning objectives. In this context, the teacher's role in developing teaching materials is an indicator or benchmark of how effectively learning objectives can be achieved. After the product is considered feasible by experts, it is continued to the individual trial stage, followed by small group trials, and finally, field trials. If deficiencies are found in the trial, it is necessary to re-evaluate the stage to make improvements to the teaching materials being developed. Evaluation activities at this stage are not limited to the design and development or product implementation stages but are carried out at all stages of the ADDIE model development.

The last one evaluation stage is a crucial process that aims to determine the success of the teaching materials being developed, to assess whether they are in line with initial development expectations. Typically, the formal evaluation phase takes place at the end of the four stages mentioned above. However, at each stage, a formative evaluation is carried out to identify areas of improvement immediately. The evaluation stage is the final step in the ADDIE model for developing teaching materials. The aim is to provide value to the teaching materials being developed, ensuring their effectiveness and alignment with the desired goals. The overall assessment by expert Indonesian language reviewers shows that the teaching material product achieves 95% of a maximum score of 100%, indicating general feasibility for implementation. According to the guidelines, products with a score of 75% or more are considered appropriate for use in learning. Each criterion also exceeds or meets the 75% threshold.

While the three criteria were below 100%, they were still considered feasible: mastery of the material with a score of 75%, depth of the material with a score of 85%, and suitability of language with the level of development of students with a score of 91.6%. Considering these results, all criteria can be categorized as applicable to the product. However, improvements are not solely based on percentage scores; comments and suggestions of experts are also taken into account. The feasibility assessment of this teaching material also pays attention to each component and sub-component. For the content eligibility component, the material completeness sub-component achieved a score of 75%, fulfilling the minimum implementation requirements without revision. The depth of the material gets a score of 85%, indicating its high feasibility and applicability in teaching materials.

The sub-component of the accuracy of the material and the supporting learning materials both received a score of 100% which indicated the feasibility of being implemented without revision. Regarding language feasibility, the language suitability assessment sub-component with the level of development of students obtained a score of 91.6% with the title "very feasible". Additionally, the communicative and coherence sub-components and unity of ideas each scored 100%, qualifying them as highly feasible for implementation without revision. However, it is important to note that the percentage score is not the only determining factor for product feasibility and further action. Graphic expert test results is show in Table 3. Base on Table 3**,** evaluation of all aspects of cover and content graphics yields a percentage of 89%. Based on the product feasibility guidelines presented in Chapter III, this score indicates that teaching materials are feasible and can be implemented. However, this data is not the only reference for product improvement. Assessment of each subcomponent and expert advice also played a role in improving the product.

Table 3. Graphic Expert Test Results.

Criteria		Obtain	Score	Core maximum S_	Average score	Percentage per Criterion
Cover Image	1. Layout of teaching materials	1	4	4	3.5	87.5%
		2	3	4		
	2. Typography teaching materials	1	3	4	3	75%
		2	2	4		
		3	4	4		
Content Graphics	1. Teaching materials	1	4	4	3	75%
		2	2	4		
	2. Layout of teaching materials	1	4	4	4	100%
		2	4	4		
		3	4	4		
	3. Typography teaching materials	1	4	4	3.6	91.6%
		2	3	4		
		3	4	4		
	4. Illustration of teaching materials	1	4	4	4	100%
		2	4	4		
		3	4	4		

For cover images, the percentage values for each subcomponent are as follows: 87.5% for layout, 75% for typography, and 75% for illustrations. This value indicates that the three subcomponents are feasible and feasible to implement. Likewise for content graphics, the percentage values are 100% for layout, 91.6% for typography, and 100% for illustrations. With a percentage above 75%, all content graphic component subcomponents are considered appropriate and feasible to use.

Discussion

In the context of teaching reading comprehension in narrative texts, various learning models are considered, as highlighted in research. Furthermore, the emergence of digital texts provides new opportunities to improve children's reading comprehension, and children's characteristics may affect the relationship between the use of word frames and reading comprehension of texts, as suggested (Diprossimo et al., 2023; Oo & Habók, 2022). Reading is a basic skill, and the key to developing reading comprehension lies in the comprehension itself. Activities in analysis phase involve the design of teaching materials, and critical thinking is defined as the analysis, evaluation, and synthesis of information to make decisions, as described by previous study (Ardiyanti, 2016). Traditional strategies usually focus on increasing students' knowledge through the latest technology to encourage development of critical thinking, as observed in research (Hubers et al., 2022; O'Reilly et al., 2018; Tseng et al., 2022; Tsopra et al., 2023). This study represents a breakthrough in developing technology-based critical thinking programs for advanced and more sophisticated educational applications, as highlighted by (Liang & Fung, 2020; Shalikhah, 2016). Critical thinking requires a flexible and inquisitive attitude, a willingness to investigate causes of phenomena, a desire to deepen knowledge, and an openness to consider multiple perspectives for analysis.In addition, it requires a fundamentally creative mindset, enabling the generation of ideas and the acceptance to learn something new. new, as suggested by (Daga, 2021; Rodriguez Sandoval et al., 2022).

The review focused on analyzing, evaluating, and summarizing studies, based solely on responses to review questions, as was done (Ekawati et al., 2016; Su & Yang, 2023). Critical thinking is considered as an important skill that needs to be improved in 21st century learning. The cognitive approach incorporates specific theories, such as constructivist learning theory, cognitive development theory, sociocognitive theory, cognitive information processing theory, and adult education theory, all of which form the foundational principles that encourage students to use critical thinking to construct new knowledge effectively, Independent suggested by previous study (Erawanto & Santoso, 2016). Pre and post test data were collected using test techniques. The pre-test was carried out before the learning process, while the post-test was carried out after the treatment (Azizi et al., 2022; Komala & Rifai, 2021; Sakolrak, 2014; Salo et al., 2022).

The research instrument used was the System Thinking Inventory (STI), which was designed as a multiple choice question to measure student learning outcomes, focusing on 17 indicators of system thinking, as developed by (Abdurrahman et al., 2022; Rivas, 2017). Developing critical thinking skills is very important in training teacher candidates. By integrating the teaching of critical thinking, students

gain the ability to process information, analyze its original sources, and refrain from choosing answers that are clear or considered "best" or single. To answer these concerns, students in elementary school classes analyzed Indonesian language textbooks, focusing on the DRTA (Directed Reading Thinking Activity) information processing methods and evaluation activities provided to students, as described by (Fonseca, 2020; Haryati, 2019). At the beginning and end of the course, each student completes a self-assessment of their global learning and intercultural knowledge and skills. Considering the importance of critical thinking in educational discussions, one might ascribe conceptual unity to the literature. However, contrary to these assumptions, the field of psychology does not fully embody critical thinking in students, as highlighted by (Giacomazzi et al., 2022; Prasetiyo & Rosy, 2020).

Previous research supports the effectiveness of curriculum studies in understanding educational institutions' curricula and identifying opportunities for teaching improvement. Various methods are used to convey the curriculum and integrate it into the educational framework (Agustiningsih, 2015; Dubicki, 2019; Magnusson et al., 2023). However, the pandemic-triggered “new normal” era has led to a shift towards descriptive teaching methods, which emphasize student development through active participation (Alam, 2022; Huda, 2018; Susanti & Putri, 2021).

This research can be used as a basis for developing a curriculum that is more effective in improving reading comprehension and critical thinking skills. Learning methods that involve reading stories can be integrated into syllabi at various levels of education. Teachers can apply story reading techniques as a teaching strategy to increase student engagement and make the learning process more interesting. This technique can help students develop their analytical and critical skills through reflecting on the stories they read. By increasing reading comprehension and critical thinking skills, it is hoped that students will be better prepared to face future literacy challenges. This can also increase general interest in reading among students. However, this research has limitations related to the research results which may not apply to all types of texts or story genres. The effectiveness of story reading in improving understanding and critical thinking may vary depending on the type of story and how it is told.

4. CONCLUSION

In the 21st century, modern technological advances are marked by rapid technological advances, the importance of strengthening Indonesian cultural identity is becoming increasingly evident in order to keep the spirit of nationalism burning. To achieve this goal, the ADDIE concept emerged as a relevant solution. Within this conceptual framework, each component is Analysis, Design, Development, Implementation, and Evaluation. Own roles and contributions in accordance with their respective fields. It is hoped that this can become a strong foundation and an element that drives progress in the world of education in strengthening Indonesia's cultural heritage , so that the spirit of nationalism remains firm in the 21st century .

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