

Influence of Explicit Instruction Methods on the Ability to Reading Comprehension Grade V Students

Kiki Febrina^{a,1,*}

^a Elemntary School Teacher Education, Riau University, Pekanbaru, 28293, Indonesia

¹ kiki.febrina4935@student.unri.ac.id*

* Corresponding Author

Received : 01 September 2022

Revised : 30 October 2022

Accepted : 02 December 2022

ABSTRACT: This study aims to determine the ability to read comprehension before and after by applying the Explicit Instruction Method. This type of research is a Pre-Experiment type of Design One Group Pretest-Posttest Design, which is an experiment carried out on only one group, without any comparison. This research was conducted at SD Negeri 006 Baturijal Barat class V which totaled 24 students. Based on the results of the study, it was obtained that the average test score of learning outcomes before treatment (pretest) was 49.58 while the average test score of learning outcomes after treatment (posttest) was 73.33 and the average gain value was 0.48 which is a moderate interpretation, as well as hypothesis test results using a t-test with $t_{count} = 15.117$ and $t_{table} = 1.714$ then it was concluded $t_{count} > t_{table}$, then reject H_0 means significant. This means that there is an influence on the ability to read comprehension of grade V students of SD Negeri 006 Baturijal Barat between before (pretest) and after (posttest) by applying the Explicit Instruction Method. This shows that the Explicit Instruction Method affects the reading comprehension ability of grade V students of SD Negeri 006 Baturijal Barat.

Keywords: Explicit Instruction Method, Reading Comprehension Ability

Citation:

Febrina, K. (2022). Influence of Explicit Instruction Methods on the Ability to Rea Comprehension Grade V Students. *EduGen: Educational Generation Journal*, 1 (2), 1-8. DOI: <http://dx.doi.org/10.56787/edugen.v1i2.12>.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

INTRODUCTION

Learning to read comprehension at this time is often ignored by students because of the wrong assumptions of parents, teachers and society towards the ability to read itself (Krismanto et al, 2015) as well as low interest in reading (Anugra et al, 2013) and lack of feelings, attention to books and the benefits of reading, as well as motivation from oneself or from others or the environment (Triatma, 2016). According to (Hakim & Tanuatmadja, 2022) there are still many students who have difficulty in reading textbooks due to students' lack of understanding in answering comprehension questions correctly. This leads to a lack of interest in reading students. In addition, the factor of low ability to read comprehension can come from learning methods, one of which is the lecture method. This learning method has weaknesses in learning so that it makes students feel bored in learning. Therefore, to improve the ability to read comprehension, creative and innovative teachers are needed in integrating student teaching with the process of thinking and learning. Teachers should give learners more opportunities for expression and a healthy environment in which creativity can flourish. Learning should be encouraged to express their thoughts freely and also ask questions so that their minds become curious, which leads to a better learning experience. (Gemala, 2021)

(Kasiyun, 2015) stated that interest in reading is an important key to progress for the nation, because mastery of Science and Technology (IPTEK) can only be achieved with a high interest in reading. People's interest in reading in Indonesia is very low in the world and this situation is very concerning (Musa, 2016) and will have a bad impact on the quality of education (Triatma, 2016). Reading skills are defined as a set of motivational goals of fluency, ease, and accuracy that place more emphasis on pleasure (Afflerbach et al, 2008). According to (Suleiman, 2006) revealed that interest in reading must begin with an interest in reading, students can have an interest in reading usually according to their interests such as reading short stories, science fiction, and so on. students need to understand the type of reading

motivation they have because motivation is one of the important factors that can improve reading comprehension skills and reading comprehension strategies under different conditions (Ahmadi, 2012).

The ability to read is closely related to the reading interest of students. According to (Sumriana, n.d.) the ability to read is the main key in learning other skills. Reading is a process of mastering implied in the expressed, which means mastering the meaning contained in writing (Samniah, 2016) and obtaining information as a thought process in order to improve intellectuality (Kurniawati, 2013). This ability to read comprehension can be obtained from the teaching and learning process that is tried diligently and practiced (Laily, 2014). According to (Gilakjani & Ahmadi, 2011) reading is a way to get a message from a reading that the author intends to receive by the reader. The reading text only gives direction to the reader on how the reader should take or understand the meaning of their own previously acquired knowledge. The reader's understanding depends on his ability to relate the information he gets from the text being read.

Reading comprehension is the process of generating and creating meaning through interaction and engagement with written language through a combination of knowledge and previous experience with the aim of gaining understanding of the text (Pourhosein Gilakjani & Sabouri, 2016b). Reading comprehension derives meaning from reading by relating the knowledge and experience possessed by the reader then linked to the content of the text. Without the skill of comprehension reading, then the opportunity for fulfillment for personal and work success will inevitably disappear (Küçüköglü, 2013). According to (Meniado, 2016) he continues that reading comprehension is an interactive process of finding meaning from texts and states that reading comprehension is a series of cognitive activities that include many dimensions such as the comprehension of words and their meanings, reactions of thoughts, and integration. Other factors affecting students' reading comprehension skills are prone to text structure, making conclusions, and comprehension checks.

By reading more, there will also be a lot of information obtained (Wirawati, 2015) from written language delivered verbally from the results of comments, ideas, theories, and the results of research by experts in order to become knowledge that can be applied in thinking, heightening thoughts, analyzing, sharpening views, broadening horizons and making decisions (Jamila, 2014). According to (Pourhosein Gilakjani & Sabouri, 2016) reading comprehension is an important skill that advances the development of a learner's various academic tasks. It helps them decode texts, analyze, explain and express their own ideas about written material. The main purpose of reading comprehension is to help learners improve their skills and text comprehension if they want to become skilled readers. Reading comprehension is a lifelong skill to use both in school and throughout life and the basis of life skills, as well as the cornerstone for a child's success in school and succeed throughout life.

At this time, many students are already fluent in reading but usually students only read and do not reach the stage of understanding it. When asked what often reads a book, they answer often, but if it is questioned what the essence of the book is read, they cannot explain in detail the content of the book. In lessons Indonesian to reading comprehension, teachers are still more likely to choose the method of lectures and assignments or being teacher-centered, as a result of which in teaching and learning activities the teacher looks active compared to his students. Based on previous research conducted by (Putri et al, 2019) namely about the Effect of Using Learning Methods on Reading Comprehension Skills in Elementary Schools which states that the ability to read comprehension is not an easy thing to do. To develop the ability to read comprehension at the elementary school level requires competent, creative, and insightful teachers. In this method, the measurement in this study is data collection using tests carried out before (pretest) and after (posttest) learning is carried out using the learning method Survey, Question, Read, Recall and Review (SQ3R).

Therefore, researchers are encouraged to conduct research on improving the ability to read comprehension with the Explicit Instruction method in Indonesian learning. Because of this method, the teacher directly conveys the competencies to be achieved, presents the material as an introduction, demonstrates knowledge and skills, guides students, checks understanding and provides feedback, and provides opportunities for discussion or further training.

Based on the description above, this study aims to determine the influence of the application of the Explicit Instruction method on the ability to read comprehension of grade V students of SD Negeri 006 Baturijal Barat. Through this research, it is expected to provide benefits, including (1) For students, it is hoped that it can improve the ability to read comprehension in learning, (2) For teachers, it is hoped that it can help teachers in determining teaching methods, especially those related to students' comprehension

reading ability (3) For researchers, as a basis for further researching the ability to read comprehension using other learning methods..

METHOD

This form of research is pre-experimental research with the One Group Pretest-Posttest Design type of research, which relates one group or one class. In this study, the study subjects were first given a pretest to see the extent of the students' initial results before being given treatment. After being given the initial test (pretest), then students are given treatment, namely learning using the Explicit Instruction method, after being given the treatment, they are given a final test (posttest) to find out how the Influence of the Explicit Instruction method on students' reading comprehension ability.

Initial Test (Pretest)	(Treatment)	Final Test (Posttest)
O ₁	X	O ₂

Figure 1. One Group Pretest-Posttest Design Research Design
According to Sugiyono (2007:74)

The research subjects in this study were class V of SD Negeri 006 Baturijal Barat with a total of 24 students. In this study, the data collection technique used used a test sheet containing 10 objective questions about the folklore of Indragiri Hulu, namely about Penghulu Tiga Lorong and Mahligai Keloyang. The data analysis technique carried out by the researchers is to use the N-Gain test to see the difference in students Pretest-Posttest results, then use descriptive statistical analysis and inferential statistics. Descriptive statistical analysis was used to describe the Influence of the Explicit Instruction Method on the learning of The People'slore of Upper Indragiri. Meanwhile, inferential statistics are used to test research hypotheses with Pretest and Posttest values in learning or also known as t-tests.

RESULT AND DISCUSSION

Description of Reading Comprehension Ability Results On Pretest

Pretest is an early stage in this experimental research. The results of the pretest are then processed and used as guidelines in carrying out the next stage. Based on the results of research that has been carried out by researchers at SD Negeri 006 Baturijal Barat, data collected through test instruments can be obtained so that the results of students' reading comprehension ability can be known. Based on the pretest scores that have been obtained and processed, the results of the ability to read comprehension of grade V students of SD Negeri 006 Baturijal Barat can be seen in Table 1 and Figure 2.

Table 1. Distribution of Frequency and Percentage of Capability Scores
Reading Comprehension

No.	Score	Category	Frequency	Percentage
1	0-29	Very Low	-	-
2	30-49	Low	11	45,83%
3	50-69	Enough	9	37,50%
4	70-89	Good	4	16,67%
5	90-100	Excellent	-	-
Sum			24	100%

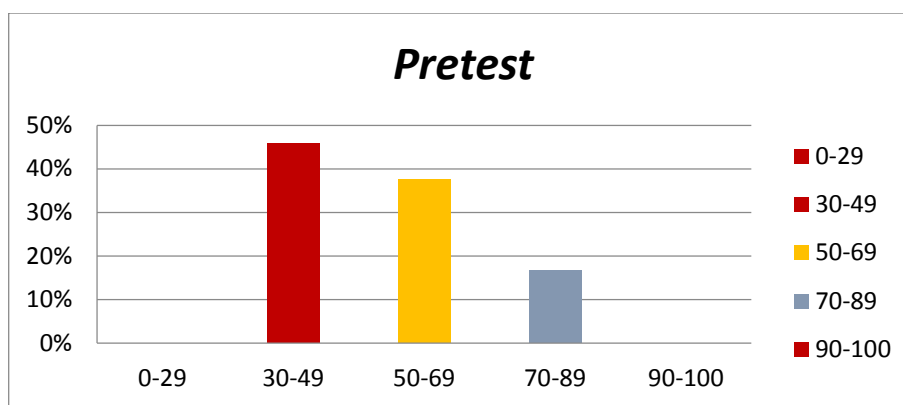


Figure 2. Pretest Score Diagram of Grade V Students

Based on Table 1 and Figure 2, it shows that the pretest results of class V students of SD Negeri 006 Baturijal Barat are quite varied, and it can be seen that there are still students who are in the low category, namely 11 students or 45.83% (Depdikbud), the sufficient category is 9 students or 37.50% (Depdikbud), and the good category is 4 students or 16.67% (Depdikbud). It can be concluded that the ability to read comprehension of grade V students of SD Negeri 006 Baturijal Barat after being given a pretest before being given treatment using the Explicit Instruction method is in the "low" category, with an average score of 45.83% entering the low criteria (Depdikbud). The highest score is 80 while the lowest score is 30. In other words, the learning carried out by teachers is still in the "low" category (Depdikbud), this is because teachers use the lecture method more.

Description of Reading Comprehension Ability Results On Posttest

Posttest is the final test after treatment using the Explicit Instruction method. During the study, there were changes in the results of students' reading comprehension ability after being given treatment (Treatment). The change is in the form of learning outcomes whose data is obtained after being given a posttest to class V students, these changes can be seen in the following data:

Table 2. Distribution of Frequency and Percentage of Capability Score Reading Comprehension of Grade V Students of SD Negeri 006 Baturijal Barat

No.	Score	Category	Frequency	Percentage
1	0-29	Very Low	-	-
2	30-49	Low	-	-
3	50-69	Enough	4	16,67%
4	70-89	Good	18	75,00%
5	90-100	Excellent	2	8%
Sum			24	100%

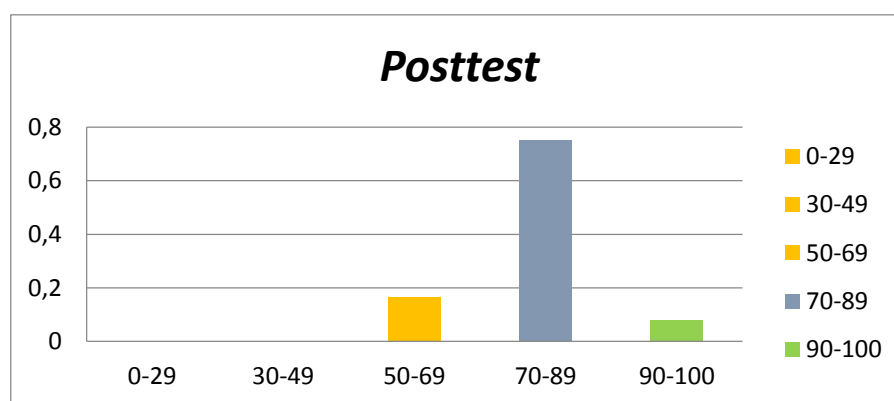


Figure 3. Posttest Score Diagram for Grade V Students of SD Negeri 006 Baturijal Barat

Based on the table and diagram of the posttest score above, it can be seen that the posttest reading comprehension ability of grade V students who obtained sufficient criteria was 16.67%, good criteria were 75.00%, and excellent criteria were 8%. It can be concluded from the results of the posttest that the results of the ability to read comprehension of grade V students of SD Negeri 006 Baturijal Barat after being given treatment using the Explicit Instruction Method and from the posttest results are in the "enough" category, with an average score of 75.00 included in the good criteria (Depdikbud). The highest score in this posttest is 90 and the lowest is 50. In other words, the learning provided by the teacher falls into the category of "excellent" (Depdikbud).

N-Gain

N-Gain aims to determine the effectiveness of the use of a method or treatment (treatment) certain in research. The N-Gain test is carried out by calculating the difference between the pretest value and the posttest value. By calculating the difference between the pretest and posttest values, we will be able to find out whether the use or application of the Explicit Instruction method of effectif or not in other words there is an influence or not. The difference in the ability to read comprehension before and after treatment is given, namely the Explicit Instruction method. The N-Gain test score of the Explicit Instruction method was 11.43 with an average N-Gain of 0.48. The gain in reading comprehension ability of grade V students of SD Negeri 006 Baturijal Barat obtained by 0.48 is included in the medium category.

Pretest and Posttest t-test

Based on the research hypothesis that has been made, namely "There is a significant influence with the application of the Explicit Instruction Method on the ability to read comprehension of grade V students of SD Negeri 006 Baturijal Barat", the technique used to test the hypothesis is an inferential ststistic, namely through calculations using a t-test.

Table 3. Analysis of Inferential Statistical Data

M_d	Σxd^2	N	$\frac{dk}{(n-1)}$	t_{count}	α	t_{table}	Conclusion
23,75	1.362,5	24	23	15,117	0,05	1,714	Significant

Once acquired $t_{count} = 15,117, t_{table} = 1,714$. Then obtained $t_{count} > t_{table}$ or $15,117 > 1,714$, so it can be concluded that H_0 rejected and H_a accepted. This means that there is an influence on the use of the Explicit Instruction Method on the Reading Comprehension Ability of Grade V Students of SD Negeri 006 Baturijal Barat.

Discussion

The discussion in this study is based on field analysis accompanied by data, namely: the initial test (pretest) and the final test (posttest) so that there is or is not an influence on the reading comprehension ability of grade V students of SD Negeri 006 Baturijal Barat with the Explicit Instruction method. The application of the Explicit Instruction method in the learning process in class V of SD Negeri 006 Baturijal Barat received a positive response from students. Assessment on the pretest, student scores are still low, where the average on the pretest is 49.58 with the lowest score on the initial test (pretest) of 30 and the highest of 80.

In the pretest, students have not received the Explicit Instruction method treatment. This is in line with the background in this study which causes students' reading comprehension ability to be low, one of which is due to low interest in reading, students play too much in the learning process or less interesting learning methods, thus making learning Indonesian verbally and monotonously, thus causing high boredom and making learning less interesting attracts the attention of students, as a result of which many students do not pay attention to the lessons or materials presented by the teacher. Therefore, learning Indonesian seeks to improve students' ability to communicate orally and in writing and appreciate the creations of the Indonesian nation (Hartati, 2003). So to influence this learning, it would be nice to use the learning method.

After experiencing the learning process and getting treatment as many as two meetings in the experimental class using the Explicit Instruction method, then students were given a final test (posttest). The provision of a final test (posttest) aims to determine the improvement of reading comprehension. The results of the analysis of the final test score (posttest), it is known that students who learned using the Explicit Instruction method had an average increase to 73.33. Based on the difference in the average of the initial test (pretest) with the final test (posttest) it can be seen that there is a difference in the increase in reading skills score results with the application of the Explicit Instruction method of 11.43. This is seen from the normalized Gain Test (g) with an average of 0.48 including moderate interpretation.

Normalized gain (g) is used to provide an overview of the influence of learning outcomes between before and after learning (Sundayana, 2014). In accordance with the research that has been carried out (Roosmawarni, 2012), students' ability in terms of reading shows an increase and influence when compared between pretest results and posttest results. According to Shoimin (in Agustina, et al 2016) the Explicit Instruction method is a learning specifically designed to develop students' procedural knowledge by conducting step-by-step learning. Learning using this method students will be directed to achieve several competencies (Huda, 2014) including being able to manage time well, being able to manage tasks effectively, being able to engage in learning, being able to approach learning tasks, being able to present work results, and being able to organize their own work.

Based on the pretest results, the average score of students' reading comprehension ability of 49.58 at the pretest stage using test instruments was categorized as low at 45.83%, enough 37.50%, good at 16.67%. It can be seen from the percentage results that it can be said that the level of students' comprehension reading ability in the Indragiri Hulu folklore material before using the explicit instruction method is still relatively low. Furthermore, the average score of the posttest results was 73.33, the value of students' comprehension reading ability after applying the Explicit Instruction method was able to get better results than before the application of the Explicit Instruction method. In addition, the percentage of students' comprehension reading ability in Indragiri Hulu folklore material also increased, namely the enough category 16.67%, good 75%, excellent 8.33%.

Based on the results of inferential statistical analysis using the t-test formula, it can be seen that the value of t_{count} 15,117. By frequency (dk) $24 - 1 = 23$, to a significant degree obtained $t_{count} = 1,714$. Therefore, $t_{count} > t_{table}$ at a significant level of 0.05 then the hypothesis (H_0) rejected and (H_a) accepted which means that the use of the Explicit Instruction method affects the student's comprehension reading ability on the material of the Upper Indragiri folklore.

CONCLUSION

Based on hypothesis testing and the results of data analysis that has been carried out, the researchers concluded that the use of the Explicit Instruction Method in learning Indonesian with folklore material affects the ability to read comprehension of grade V students of SD Negeri 006 Baturijal Barat. It can be seen from the test results that show that the posttest given treatment using the Explicit Instruction Method obtained a pretest score with an average of 49.58 while the posttest score obtained an average of 73.33 and an average gain value of 0.48 which is a moderate interpretation, as well as the hypothesis test results using a t-test with $t_{count} = 15.117$ and $t_{table} = 1.714$ then it is concluded $t_{count} > t_{table}$, then H_0 is rejected and H_a is accepted meaning significant. This means that there is an influence on the ability to read comprehension of grade V students of SD Negeri 006 Baturijal Barat between before (pretest) and after (posttest) by applying the Explicit Instruction Method. This shows that the Explicit Instruction Method affects the reading comprehension ability of grade V students of SD Negeri 006 Baturijal Barat.

Based on the application of the conclusions above, the researcher provides the following recommendations:

1. Teachers should be able to improve students' comprehension reading skills, by changing learning methods so that students are active in learning.
2. In the application of the Explicit Instructions method, teachers should be more creative in delivering reading materials to make them more interesting, so that students are motivated in reading.
3. Further researchers are expected to conduct further research, especially regarding the influence of the explicit instruction method on students' reading comprehension ability.

REFERENCE

- Agustina, I., Sudin, A., & Sunarya, D. T. (2016). Penerapan Metode Explicit Instruction Berbantuan Media Buku Bergambar Dalam Meningkatkan Kemampuan Membaca Petunjuk Pemakaian. *Jurnal Pena Ilmiah*, 1(1), 851–860.
- Ahmadi, M. R. (2012). Reciprocal Learning Strategy As A Important Factor Or Of Improving Reading Comprehension. *Journal Of Studies In Education*, 2(4), 153–173.
- Anugra, H., Yusup, P. M., & Erwina, W. (2013). Faktor-Faktor Dominan Yang Mempengaruhi Minat Baca Mahasiswa. *Jurnal Kajian Informasi & Perpustakaan*, 1(2), 137–145.
- Gemala, N. (2021). International Journal Of English And Studies (Ijoes) International Journal Of English And Studies (Ijoes). *International Journal Of English And Studies*, 421(5), 17–22. <https://doi.org/10.47311/Ijoes.2022.4.4.42>
- Gilakjani, A. P., & Ahmadi, S. M. (2011). The Relationship Between L2 Reading Comprehension and Schema Theory: A Matter Of Text Familiarity. *International Journal Of Information And Education Technology*, 1(2), 142–149. <https://doi.org/10.7763/Ijiet.2011.V1.24>
- Hakim, I. A., & Tanuatmadja, A. P. (2022). *Dealing With Common Challenges In Improving Reading Comprehension Skills For Indonesian Secondary School Students*. 5(2), 255–264.
- Huda, M., & Pembelajaran, M. (2014). *Pustaka Pelajar*. Yogyakarta.
- Ismi F, R. (2012). *Upaya Meningkatkan Kemampuan Membaca Melalui Metode Speed Reading Pada Siswa Kelas V Mi Al-Hidayah Ngadirojo Ampel Boyolali Tahun Pelajaran 2012/2013*. Universitas Muhammadiyah Surakarta.
- Jamila. (2014). Meningkatkan Kemampuan Membaca Nyaring Dengan Lafal Dan Intonasi Yang Benar Dalam Pembelajaran Bahasa Indonesia Menggunakan Metode Drill Pada Siswa Kelas 1b Sdn Tanggul Wetan 02 Jember. *Pancaran*, 3(2), 145–156.
- Kasiyun, S. (2015). Upaya Meningkatkan Minat Baca Sebagai Sarana Untuk Mencerdaskan Bangsa. *Jurnal Pena Indonesia*, 1(1), 79–95.
- Krismanto, W., Halik, A., & Sayidiman, S. (2015). Meningkatkan Kemampuan Membaca Pemahaman Melalui Metode Survey, Question, Read, Recite, Review (SQ3R) Pada Siswa Kelas Iv Sd Negeri 46 Parepare. *Publikasi Pendidikan*, 5(3).
- Küçüköğlü, H. (2013). Improving Reading Skills Through Effective Reading Strategies. *Procedia - Social And Behavioral Sciences*, 70, 709–714. <https://doi.org/10.1016/j.sbspro.2013.01.113>
- Kurniawati, R. (2013). Kemampuan Membaca Pemahaman Siswa Kelas Xii Sma Di Surabaya. *Bapala*, 1(1).
- Laily, I. F. (2014). Hubungan Kemampuan Membaca Pemahaman Dengan Kemampuan Memahami Soal Cerita Matematika Sekolah Dasar. *Eduma: Mathematics Education Learning And Teaching*, 3(1).
- Meniado, J. C. (2016). Metacognitive Reading Strategies, Motivation, And Reading Comprehension Performance Of Saudi Efl Students. *English Language Teaching*, 9(3), 117. <https://doi.org/10.5539/elt.v9n3p117>
- Musa, M. I. (2016). Dampak Rendahnya Minat Baca Dikalangan Mahasiswa Pgsd Lampeuneurut Banda Aceh Serta Cara Meningkatkannya. *Jurnal Pesona Dasar*, 3(4).
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016a). A Study Of Factors Affecting Efl Learners' Reading Comprehension Skill And The Strategies For Improvement. *International Journal Of English Linguistics*, 6(5), 180. <https://doi.org/10.5539/ijel.v6n5p180>
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016b). How Can Students Improve Their Reading Comprehension Skill. *Journal Of Studies In Education*, 6(2), 229–240.
- Putri, Y. E., Halidjah, S., & Sabri, T. (2019). Pengaruh Penggunaan Metode Pembelajaran SQ3R Terhadap Keterampilan Membaca Pemahaman Di Sekolah Dasar. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 8(3).
- Samniah, N. (2016). Kemampuan Memahami Isi Bacaan Siswa Kelas Vii Mts Swasta Labibia. *Jurnal Humanika*, 3(16).
- Suleiman, H. (2006). Teaching Reading Comprehension To Esl / Efl Learners. *Journal Of Language And Learning*, 5(1), 379–380.
- Sumriana, S. (N.D.). Peningkatan Kemampuan Membaca Nyaring Dengan Menggunakan Metode Latihan Siswa Kelas Iii Sdn 5 Kayumalue Ngapa Kecamatan Palu Utara. *Bahasantodea*, 3(2).
- Sundayana, R. (2014). Statistika Penelitian Pendidikan. *Bandung: Alfabeta*.
- Triatma, I. N. (2016). Minat Baca Pada Siswa Kelas Vi Sekolah Dasar Negeri Delegan 2 Prambanan Sleman Yogyakarta. *E-Jurnal Skripsi Program Studi Teknologi Pendidikan*, 5(6), 166–178.
- Wirawati, D. (2015). Masiswa Pendidikan Bahasa Dan Sastra Indonesia (Pbsi) Berorientasi Pada.

