Effectiveness of the stad reading aloud model to improve narrative text literacy

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Keywords:	Abstract
narrative text literacy; reading aloud; stad model	This study was conducted to provide an overview and description of improving narrative text literacy by using the reading aloud method as one way to improve and strengthen students' narrative text literacy skills in the AKM class. The approach taken in this writing is to use a quantitative approach, namely by obtaining pre-test and post-test data processed using SPSS data, namely the Paired Sample T-Test. The results of this study indicate that a reading culture by reading aloud can have an influence on improving students' narrative text literacy at Ketanggungan 07 Brebes Elementary School. Students' enthusiasm in understanding narrative texts with this method is quite good. This is evidenced by an increase in the AKM class from data processing, the data obtained is $p < 0.05$, H0 is rejected which indicates that there is a significant increase.

INTRODUCTION

Background of the Study

Learning is something that can humanize humans, where with learning humans will have more knowledge and improve their morals so that they become a generation that is worthy of being considered human, namely having reason and being able to provide benefits to fellow humans, with the existence of knowledge, of course human civilization will be better (Pebriana, 2021). The Independent Curriculum, which will come into effect in 2022, has been implemented by more than

300 thousand educational units in Indonesia and has shown positive impacts, such as increasing literacy, numeracy, character, inclusiveness, and learning quality (Cahyaningtyas et al., 2022). In its implementation, the Independent Curriculum provides flexibility and focuses on essential materials to develop students' competencies as students with Pancasila character (Arif Muadzin, 2021).

Students with Pancasila character in the Independent Curriculum emphasize broader and deeper student competencies and increase active participation in the learning process. The Independent Curriculum is designed so that students can choose subjects that suit their interests and talents, and can actively participate in the learning process more flexibly and responsively to their needs (Faizah & Purwati, 2024).

In realizing quality and character-based basic education, teachers have a very important role. In 21st-century learning, skills must not only be possessed by teachers but also by students. Critical, constructive, and innovative attitudes must be possessed by students in the future. Critical, constructive, and innovative attitudes as a form of Human Resource development must be continuously improved every year and must also be able to follow existing developments, to be highly competitive (Purwati et al., 2021). the progress of a nation depends on the quality of the nation's Human Resources (HR). In the progress of a nation, quality human resources are one of the main capitals in the fields of economics, science and technology, politics, culture, and national character (Yuliastuti et al., 2022).

The progress of a nation cannot be separated from the influence of language which has a central role in the intellectual, social, and emotional development of students and is a pillar of success in studying all fields of study (Sholikhah et al., 2020). There are literacy activities in Indonesian language lessons that are carried out through three stages, namely literacy development, reading skills development, and writing skills development. According to Purwati literacy is defined as literacy, the ability to write and read, literacy or proficiency in reading and writing.

The Problem of The Study

The problem of reading literacy experienced by students today is serious. Reading is not just about seeing and spelling sentences, but what must also be obtained is how to understand a sentence (Alafair Purtian Ramadani et al., 2023). The purpose of reading is to obtain data from what is read to understand the meaning contained in it. In addition, what must be seen in reading activities is the material

chosen. The reading-aloud method is one effective method to support material in reading (Dwiyanto et al., 2024).

The definition of literacy based on the context of its use is the integration of writing, reading, and critical thinking skills (Ismiyanti, 2020). In addition, the Prague Declaration states that literacy includes how individuals communicate in society, literacy in practice means social interactions related to the use of language and cultural knowledge. The declaration also explains that literacy is related to several activities in identifying, finding, and communicating facts to address various problems related to lifelong learning (Panjaitan et al., 2023).

AKM is an assessment of the basic competencies needed by all students to be able to develop their capacity and participate positively in society (Cahyaningtyas & Ismiyanti, 2022). The Minister of Education and Culture in AKM presents problems with various contexts that are expected to be solved by students using their reading and numeracy literacy competencies. This is in line with Andiani in AKM set by the government as one part of the government's target to prepare students to face the 21st century, namely having critical thinking skills, creativity, communication, and collaboration (Damayanti & Purwati, 2024).

Research State of the Art

The competencies possessed by students should be able to develop better, but based on the results of the education report at SD Negeri Ketanggungan 07, there has been a decline, namely in the aspect of literacy skills from 63.33% (moderate category) in 2023 to 40% (less category) in 2024. This can be seen from the activities of students in class in the learning process, such as students only filling in what is asked without thinking and if the questions are changed even a little, students will have great difficulty in answering them. This is as stated by Rahayu (Aliyah & Purwati, 2024) who said that students are used to memorizing material compared to understanding learning material. Thus, students tend not to like answering questions in the form of long stories or texts and prefer to answer short questions, because students are not yet able to use their reasoning in depth (Marganita & Astuti, 2022).

The results of the listening assessment of grade IV students are relatively low, this is evidenced by the average score obtained only 62 from KKTP 70. Thus, the scores produced by students are relatively low, and have difficulty in listening. These difficulties need to be considered and followed up so that students can be more successful in the learning process in their classes. In addition, based on the results of

interviews with colleagues, in the learning process, teachers have difficulty in applying methods (Septia et al., 2023).

In line with that, stated that the factors causing the low literacy skills of Indonesian students related to PISA results include 1) selection of teaching materials, 2) misconceptions, 3) non-contextual learning, 4) low reading ability, and 5) less conducive learning environment and climate. Meanwhile, literacy and numeracy skills contribute to developing individual capacity as global citizens, so that they can make productive contributions to society (Sadita et al., 2022).

Reading aloud is an activity that is a means for teachers, students, or readers to be carried out together with other people or listeners to capture and understand information, thoughts, and feelings. The strategies taught to children can increase students' motivation to read, fluent reading skills, and reading comprehension levels. Therefore, the goal is for them to become better readers. In the literature, one of the reading activities that affects reading comprehension, reading motivation, and fluent reading skills is referred to as Interactive Reading Aloud (IRA) learning which is taught to students by one or more teachers in regular lesson plans, Lane (Arif Muadzin, 2021).

Novelty, Research Gap, & Objective

Based on the results of the problem, of course, we can get novelty from the research that will be made, the novelty created in this research is related to the ability to read aloud in the AKM class where in this research it is modified with the STAD model learning, which of course with this learning model and with appropriate teaching materials, will be able to improve in writing narrative texts (Winarsih et al., 2023).

Improving the learning process of literacy independence and critical reasoning competencies will help students concerning reading aloud learning, and the ability to write narrative texts will be better with the existence of appropriate learning and models, and fun for students, learning is certainly not just learning, course with an appropriate learning model, and easy to understand, and fun for students, of course, to achieve the expected learning concerning writing narrative texts will be easier to achieve (Sya'bana et al., 2024).

Therefore, improving reading comprehension will greatly support measuring students' literacy competencies. The reading-aloud facilitation method can be tried as an effort to improve students' ability to understand narrative texts. This will greatly support students in completing class AKM questions so that the literacy aspect in the

SD Negeri Ketanggungan 07 education report card increases. Reading literacy itself can be interpreted as the ability to understand, use, evaluate, and reflect on various types of texts to solve problems and develop individual capacity as Indonesian citizens and world citizens to make productive contributions to society (Abidin et al., 2024).

METHOD

Type and Design

This type of research is an experiment with a pre-experimental design type (Nashrullah et al., 2023). This study was conducted on students of SDN Ketanggungan 07, Brebes Regency with a total of 19 students.

Data and Data Sources

Researchers as educators are tasked with providing effective methods of learning for students, in this case, the researcher wants to make reading-aloud learning more effective by using the STAD method in AKM classes which aims to improve narrative texts. In the AKM class at SDN Ketanggungan 07, Brebes Regency, there are 8 male students and 11 female students, where data collection is taken from the results of writing students' narrative texts, from the results of the STAD learning method (Shorten & Smith, 2017). This study uses quantitative data and contains pre-test and post-test data.

Data Collection Technique

This study uses learning tools RPP and LKS, as well as Media and narrative texts. Then a test is given to students in the form of an essay where the results of the students' work data are obtained which can later be used as a reference whether there is an improvement related to writing narrative texts.

Data Analysis

When conducting research, it certainly involves several colleagues and lecturers, so that the research process is guided and becomes a learning experience, as well as other things that can be used as documentation tools in the research process. The data obtained in this study were analyzed using quantitative descriptive data, where the research technique was to determine the effectiveness of the reading-aloud method with the STAD model in the AKM class in improving students' narrative texts.

Regarding data processing, data taken from student test results, namely writing narrative texts, are collected into one, then the data is processed using SPSS,

which will then obtain data in the form of quantitative Paired Sample T-Test data in the form of pre-test and post-test data (Ismiyanti & Permatasari, 2021).

RESULTS

The STAD learning model in AKM Class is certainly very interesting if applied, namely, it is very helpful in making students' reading-aloud skills more effective and improving their ability to write narrative texts.

Figure 1. Explanation related to reading aloud with the STAD Learning Model

Figure 1 relates to the researcher's explanation regarding the learning that will be carried out, namely using the STAD learning model, where the learning model is carried out to make students' reading-aloud skills more effective to improve their narrative text-writing skills.

Figure 2. Results of Observation of Narrative Textbooks

In Figure 2, there are the results of student observations related to narrative textbooks, where students are expected to be able to write narrative texts better. The results of these observations and learning must of course be carried out properly and seriously so that the results obtained from the narrative essay writing test can improve better than before.

Table 1. Narrative Text Writing Results

No.	Student Name	Pre-Exam	Post-Exam
1.	X-N1	65	80
2.	X-N2	66	80
3.	X-N3	63	79
4.	X-N4	60	75
5.	X-N5	62	75
6.	X-N6	64	76
7.	X-N7	64	78
8.	X-N8	63	78
9.	X-N9	63	77
10.	X-N10	65	80
11.	X-N11	64	80
12.	X-N12	60	75
13.	X-N13	61	75
14.	X-N14	61	76
15.	X-N15	63	78
16.	X-N16	63	79
17.	X-N17	64	78
18.	X-N18	67	80
19.	X-N19	62	76

The following is a table of learning outcomes for narrative text writing assessments, where the data results have increased from before the learning model was given and after the learning model was implemented. Of course, with the STAD learning model, students are more active in learning and also understand more about writing good and correct narrative texts.

Table 2. SPSS Data for Narrative Text Writing Results

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
				95% Confidence Interval of the Difference		
Pair 1	PRE - POST	-20,22857	1.91105	,32303	-20,88504	-19,57210

		T	Df	One Sided p	Two Sided p
				Significance	
Pair 1	PRE - POST	-62,622	19	<,00 5	<,00 5

From the results of the SPSS analysis, namely the paired sample T-Test, the data obtained were as above, where the results obtained were <,005. In this case, it can certainly be said that there has been a significant increase in writing narrative texts.

DISCUSSION

The STAD learning model concerning improving writing narrative texts in the effectiveness of reading aloud has experienced a very good increase, of course, this will be very good if applied to further research as evidenced by the results of the data obtained which show a significant increase in writing narrative texts from previous learning without using the STAD learning model (Sukma et al., 2022). Reading aloud for students is certainly very good to do, this certainly increases students' self-confidence and is also able to improve students' speaking skills, of course, this also needs to be balanced with writing exercises with narrative texts, so that students can balance not only speaking, but also related to writing (Ismiyanti, Mayasari, et al., 2024). Narrative text is a text that can be used by students to learn. With narrative text, students will tend to be able to gain more knowledge, because students will certainly be able to gain more knowledge if they are diligent in reading (Zumrotun et al., 2023).

Good research related to the effectiveness of reading aloud with the STAD model in AKM classes in improving narrative text writing certainly requires several parties so that this research can be sustainable, because without further research on this research, of course, this will experience a decline in student learning outcomes, good research is also sustainable (Afandi et al., 2024). This research certainly still has many shortcomings, therefore criticism and suggestions need to be conveyed, and other researchers can also conduct research related to the research that has been carried out so that learning can continue and valid data can be found.

CONCLUSION

Based on the results of the writing that has been done by referring to the STAD type learning model on the reading aloud skills of grade IV students of SDN Ketanggungan 07, it can be concluded that learning has increased significantly from the quantitative research method of SPSS Paired Sample T-Test data processing,

namely p <0.05, then H0 is rejected. Of course, from these results, it can be answered that this research method is very good if applied in elementary schools because the results of the research conducted have increased significantly.

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