

Analysis of Students' Needs in Developing Reading Skills: An Exploratory Study in Elementary Schools

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Abstract: This study aims to analyze the needs of students in developing reading skills. Data sources consist of questionnaires by validating data through interviews. The subjects of the study consisted of 111 students and 5 elementary school class teachers. The findings in this study are the needs of elementary school students in developing reading skills. These needs consist of learning methods, learning models, learning media, and learning processes. The results of the analysis show that the percentage of each aspect of needs, namely learning methods, is 15%, learning models 20%, learning media 50%, and 15% for the learning process. Students want to improve their reading skills by following the process explained by the teacher through innovative learning media. The conclusion of this study is that it is necessary to design learning methods, models, and media that facilitate students to learn Indonesian reading comprehension material in a better way. "Web"-based learning media is one of the main factors and the highest percentage of results, namely 70%, which is needed to support reading comprehension skills.

Keywords: Learning media, student's needs, student's expectation.

Introduction

One of the challenges experienced by students when learning Indonesian is their inadequate reading skills. Reading is something that is learned not only in daily activities, taught by parents to their children, but also highly encouraged in schools. Because by reading, it can make it easier for someone to learn and know something they want to learn. As a subject that has an important position, Indonesian is a compulsory subject for all levels of education including elementary school students (Makhroji et al., 2022). There are four language skills in the school curriculum, namely listening, reading, speaking and writing skills (Nurgiantoro, 2013). Elementary school students are expected to be able to master these four components including reading comprehension skills.

Reading comprehension skills consist of four levels of understanding, namely literal understanding, inferential understanding, critical

understanding, and creative understanding. These levels provide an overview of the comprehension skills that must be achieved in reading comprehension. The level of reading comprehension ability is influenced by two factors, namely internal and external factors ((Vindaswari & Ulfah, 2018). Internal factors that influence reading comprehension ability are initial reading ability, mastery of text structure, reading attitudes and interests, vocabulary, ability to remember information that has been read, ability to concentrate, and mood or emotions when reading (Junior et al., 2020). External factors that affect reading comprehension skills are reading characteristics, especially the use of sentences that are too complicated or easy, reading learning methods applied by teachers in the classroom, monitoring reading skills, reading habits in the surrounding environment, and the availability of reading materials and facilities such as libraries (Krissandi, 2021).

From the results of observations that researchers have made, low reading comprehension skills are still a problem in elementary schools. Low reading comprehension skills are also still found in fourth grade students, these students still have low reading comprehension skills (Fajarini, 2014). The cause is low interest in reading, student motivation in reading, and monotonous and uninteresting reading comprehension teaching. This is in line with internal and external factors that affect reading comprehension skills. The impact of low reading comprehension skills is that students are less effective and optimal when learning, their level of understanding is limited so that it affects their knowledge, and students find it difficult to achieve achievements (Rahmatih et al., 2020). This is an indication that the development of reading comprehension skills since Elementary School must be carried out seriously.

Given the difficulties experienced by students, there is a need to create models and learning media that are acceptable and meet the learning objectives and expectations of students in learning Indonesian, to improve reading skills, namely reading comprehension of folklore material. Teachers need to create learning models that will increase the effectiveness and meaning of the learning process. (Santoso, 2012) agrees, suggesting that instructors should find relevant models and methodological ideas to guide their teaching practices. Furthermore, if the right approach and model are used, it will be possible to change students' attitudes towards reading activities into interesting, simple, and enjoyable activities. Based on the above reasons, it is proposed that it is necessary to develop a suitable model for teaching reading skills such as reading comprehension in folklore material.

The first step in building a learning model is to conduct a needs analysis. This refers to the sequence of activities carried out to find and search for information relevant to the original needs before making adjustments or building learning products. Many academics believe that needs analysis, or assessing students' needs, is an important first step in building an acceptable learning model (Sari & Wardani, 2021). Needs analysis is considered the most appropriate

approach because it can reveal a lot about the type and content of learners' expectations (Hutchinson, 1988). Previous studies have discussed similar issues related to the analysis of reading skill development needs (Rafi et al., 2018). Both studies were conducted on the types of beginning reading skills and reading comprehension. There has been no research conducted in developing reading comprehension skills of folklore material. Therefore, the current research was conducted to fill the gaps in existing research. The main objective of this study is to see the best way to learn Indonesian in developing reading skills in Cilacap elementary schools. To achieve this goal, this study tries to answer the question, "For this reason, the requirements analysis carried out in this study attempts to reveal the challenges faced by learners and teachers in developing reading skills, especially the type of reading comprehension, as well as learners' expectations in Developing Reading Skills.

Materials and Methods

Case study was used in this data collection with qualitative research design type and aimed to explore key aspects of the under-researched problem. This study involved 111 students, fifth grade teachers, and principals from 5 elementary schools in Cilacap consisting of SD N Tegalreja 01, SD N Tegalreja 02, SD N Sidakaya 03, SD N Sidakaya 04, and SD N Gumilir 06. The desired data were collected using a questionnaire and interview protocol developed according to Hutchinson and Waters (1987) needs analysis indicators. The questionnaire was given to students and interviews were conducted with fifth grade teachers and principals. The questionnaire data were then examined using the Sudjana and Ibrahim (2007) algorithm and assessed based on the criteria of less agree, quite agree, agree, and strongly agree. Data from the interviews were then used to support the questionnaire answers. To analyze the data obtained from the interviews, thematic analysis was conducted so that the research findings could be concluded.

Results and Discussion

Four points are used as a reference as the results of the analysis, namely the learning model program, effective learning methods, learning media, and the learning process used in developing reading skills of the reading comprehension type.

Learning Model

The first point on the topic of needs analysis is the learning model. The questionnaire answers reveal the reasons why students need a learning model that can support reading comprehension skills. The first reason is that students want to improve their reading comprehension skills in learning Indonesian in folklore material. The various learning models involved in the process of learning Indonesian reading comprehension material are: Self-direct learning (based on experience), Collaborative, and Problem Based Learning (PBL). Figure 1 shows the proportion of students' answers to questions about why they are enthusiastic about learning Indonesian and have difficulty understanding folklore.

LEARNING MODEL



Figure 1. Learning Model Result Diagram

Furthermore, the interview findings show that students are enthusiastic about learning Indonesian and have difficulty understanding reading texts (Vidhyanti & Agustin, 2021). This questionnaire aims to be a reference for developing and facilitating students when reading texts of various types such as news, editorials, journals, etc. The table below summarizes the views of teachers on learning Indonesian and reading comprehension materials.

Table 1. Class Teacher's Views on Reading Comprehension Learning Objectives.

Subject	
Grade V teacher	“all teachers think that folklore material is considered important to be mastered by elementary school students. This is because the material plays an important role in character formation and functions as a medium for conveying values passed down from generation to generation to students. The material is also considered quite difficult because students do not like readings that are quite long and do not have interactive visualizations. Thus, it requires the right approach to obtain maximum results.

Based on the data obtained from the questionnaire and interviews as described above, it was determined that reading comprehension learning is intended to help students understand a reading text in order to obtain maximum results. (Novita Sari & Yulisetiani, 2023) argues that learning media in the form of websites has succeeded in improving students' reading comprehension skills. Related to this argument, the survey results state that the majority of students stated that to improve their ability to understand reading texts. With this in mind, classroom

teachers must provide a variety of activities that can trigger students' creativity in understanding reading texts.

Effective Learning Methods

The second point on the topic of needs analysis is an effective and interesting learning method for students and the types of techniques that students expect in learning to read comprehension. The various learning methods involved in the process of learning Indonesian language material reading

comprehension are: Lectures, Questions and Answers, Demonstrations, and Discussions.

Figure 2 shows the proportion of student answers to questions about what learning methods are commonly used during the process of learning Indonesian language material reading comprehension, as in the following diagram:

LEARNING METHODS

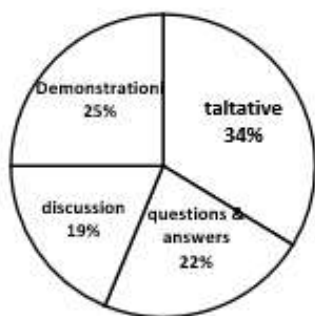


Figure 2. Effective Learning Methods Diagram

According to the diagram above, students want to learn reading comprehension materials in various ways. First and foremost, students hope to identify the intrinsic and extrinsic elements of folklore to improve reading comprehension skills. They agree that reading comprehension should be taught by offering certain rules. Students want to learn by actually practicing reading comprehension strategies. Students also hope that learning takes place in groups and is focused on stories that are like folklore rather than fairy tales. Students also want the learning process in class to focus on how to make it easy for students to understand the contents of the reading. Therefore, it is a requirement for teachers to find solutions for them (Mustika & Syarifah, 2020). They want reading comprehension instructions to produce items that can be displayed, and they want reading folklore texts to take up a larger percentage of class time. Furthermore, students want the classroom teacher to teach through Indonesian language texts such as folklore to reading texts with long narratives.

The questionnaire answers are supported by statements made by the classroom teacher. According to the interview, students prefer to learn in groups and through peer evaluation. According to the classroom teacher, students want to learn by seeing more creative examples. Next, they work

together with the teacher's direction. Elementary school teachers argue that media has an important role in learning activities (Rafi et al., 2018). Learning media can be viewed as a communication tool and a source of learning for students. As a communication tool, media becomes an intermediary between the message giver (teacher) and the message recipient (student) that supports interaction in it. Interaction aims to achieve the expected learning objectives. The experience that teachers will get in Website-based learning is to help visualize abstract concepts for understanding and the structure of an object model. Elementary school teachers are interested in using Website-based learning media in learning Indonesian folklore material, because students can surf by utilizing technological advances, especially the internet and various communication tools such as cellphones, smartphones, laptops, and so on to get more information during the teaching and learning process. This is where students' literacy skills reappear, 4C's abilities, which include: 1) critical thinking skills, 2) creative thinking skills, 3) collaboration skills, and 4) communication skills are also beginning to be honed (Ummul Rahma et al., 2024).

Learning Media

This is intended to highlight the learning tools available to students who are learning to improve their reading comprehension skills. There are eleven statements about the quality of instructors, materials, and resources available to students who are learning to improve their reading comprehension skills.

LEARNING MEDIA

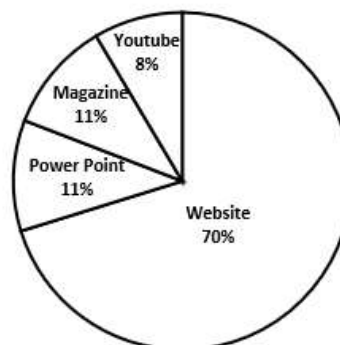


Figure 3. Learning Media Result Diagram

In terms of content, the questionnaire findings showed that students wanted reading comprehension sessions where teachers used a variety of media such as videos and photos to convey information and show how far students' abilities were in reading comprehension material in each meeting. In other words, the content provided

for this study was taken from various sources rather than a single textbook, and teachers should provide a variety of digital learning materials if possible. Other findings from the questionnaire showed that students wanted learning materials that were specifically aimed at reading comprehension in folklore material.

Table 2. Learning Media.

Subject	
Grade V teacher	"The use of learning media in elementary schools is considered less than optimal. Another opinion states that the available learning media is limited to story books only so that students do not get the ease to understand folklore material. The achievement of learning materials on reading comprehension skills of folklore in elementary schools leads to an increase in reading comprehension skills, so that website-based learning media is expected to support the learning process that helps students to achieve it."

Learning Process

This is intended to measure the process of students' reading ability and their enthusiasm in improving their reading ability when learning Indonesian language reading comprehension material, as shown in the diagram below.

LEARNING PROCESS



Figure 4. Learning Process Diagram

Figure 4 presents information about the results of the student learning process. In this case, it is seen that the majority of students need website-based learning media. Currently, technology is developing very rapidly. All human activities can be done more easily with the help of technology. So, along with the development of technology, educators are required to be more creative and innovative when selecting learning media to be

used. To support this point of view, interviews with school principals found that the majority of students still lack reading skills. This is due to their inability to read with focus so that it is difficult for them to understand the contents of the reading (Tarigan, 2018). Therefore, classroom teachers must consider involving the desires and abilities of students during the learning process.

Discussion

After distributing the needs analysis questionnaire covering the process of learning Indonesian in schools and the needs of students for the development of reading skills for students. The explanation in the graph, namely points 1 to 3 discuss the learning models that have been used by teachers during the learning process, then points 4 to 7 discuss effective learning methods to use during the process of developing reading skills, points 8 to 10 discuss what learning media have students used and what media students expect and can support the improvement of reading skills, and for the last 5 points, namely 11 to 15 discuss the process of learning Indonesian in grade V of elementary school. The results of the summary of the questionnaire given to 111 students obtained data in the form of descriptive statistics, can be seen in Figure 6. below:

NEEDS ANALYSIS DEVELOPING READING SKILLS

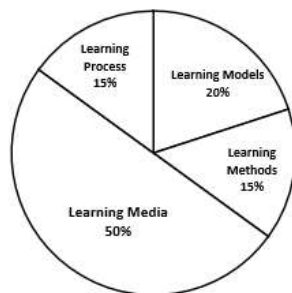


Figure 5. Needs Analysis Diagram Developing Reading Skills

Conclusions

The findings of the needs analysis stage can be divided into three major themes, namely: issues, needs, and solutions from the teacher's perspective, the learner's perspective, and the learning material perspective. The description of the requirements and problems of learners and teachers in improving reading skills of the reading comprehension type encourages researchers to find the necessary learning media. Some key components of the teaching model include learning methods. Examination of teacher concerns revealed that teachers prefer to use teaching styles and spend a lot of time in teaching theory in class, leaving little time for reading practice in class. Second, examination of learner difficulties revealed that they need more suitable reading methods to help them understand reading content better, tactics that support group problem solving, and more time in class to practice reading material. Learners prefer to learn reading comprehension with various reading materials and learning media, and learners are given more time to understand the reading. The new teaching approach is expected to provide in-depth understanding and more time in class for reading practice and help teachers in teaching more effectively and quickly. This article will be a guide for elementary school classroom teachers who want to adopt a model that is built and developed based on needs analysis. This article also discusses the model that is made in the right way. The article was prepared in response to the needs identified in the needs analysis and is important for learners, because it contains lesson

content and exercises that will help learners improve their skills and master the ability to read better types of reading comprehension. The current study is limited in data interpretation. Therefore, the following research is motivated to conduct a study in the field of Reading Skills.

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