Enrichment Book Development Profile
Reading Comprehension Using DRTA Strategy (Direct Reading Thinking Activity) Grade XI SMA

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Abstract

This study aims to explain the analysis of the needs of reading comprehension enrichment books using the DRTA (Direct Reading Thinking Activity) strategy as a research profile for developing enrichment book products. This research method is descriptive qualitative. Data were collected using interviews and distributing needs questionnaires to students and teachers. The focus of this needs analysis are lacks, needs, and wants in accordance with the theory of Nation and Macalitster. The results of the study based on the needs analysis indicate that students and teachers need reading comprehension enrichment books that are arranged with a sequential pattern of the DRTA strategy. This study is part of the initial study of the development of reading comprehension enrichment books with the DRTA strategy for grade XI high school.

Keywords: *Needs Analysis; Enrichment Books; Reading; DRTA Strategy*

Introduction

As a basic literacy and one of the language skills, reading is a skill that students need to master. However, in fact, the ranking of reading interest in Indonesia is not in accordance with expectations. In 2016 UNESCO explained that Indonesia was ranked 60 out of 61 in the world literacy level. The reading interest index of the Indonesian people is at 0.001 percent. This means that out of 1000 people, only 1 person is an avid reader. Strengthened by the explanation of the National Library and PISA (Program for International Student Assessment) in 2020, Indonesia was ranked 72 out of 77 countries. This means that the reading interest of the people in Indonesia is relatively low and concerning.

The low interest in reading among students is caused by less varied teaching materials and inappropriate reading strategies. Based on observations from several schools, it was found that teachers and students depend on textbooks provided by the school. Learning that should emphasize student activity is lost because students are fixated on material presented conventionally.

One of the factors to achieve educational success is the readiness of teaching materials. However, in fact many teachers have difficulty preparing teaching materials. Teachers tend to rely on teaching materials provided by the school and do not improvise to create more innovative teaching materials to improve students' understanding of reading. Likewise, the learning method applied also uses the lecture method by explaining the contents of the reading text to students.

Based on the problems explained, this study provides solutions related to the development of teaching materials. The desire to develop teaching materials in schools is motivated by various shortcomings. As explained by Jolly and Bolitho (via Tomlison, 1998), the lack of teaching materials and the existence of inappropriate teaching materials are reasons for publishers, writers, teachers, and even researchers to develop teaching materials that are in accordance with the needs of students and teachers in schools.

Before developing teaching materials, researchers need to conduct a series of analyses of student and teacher needs. Based on Nunan's (1992), needs analysis is a set of procedures in determining certain parameters in a program. This means that in this study, needs analysis is used as a procedure to determine things that will be arranged in the development product.

In research and development, needs analysis is the most important part. Based on the opinion of Morrison, Ross, and Kemp (2007), needs analysis is a condition that shows a gap between what is received by students and what is expected by students. Continued by Nation and Macalister (2009), needs analysis is divided into three components, namely lacks, needs, and wants. So that data from the results of needs analysis greatly determines whether a product needs and can be developed or not.

Even though students are in a technological era like today, books will remain the main teaching materials used in schools. According to the Ministry of National Education (via Jayanti, 2015) books are a benchmark for improving the quality of education as well as an effective means of achieving educational goals. This means that the use of books is very important to support the learning process and the achievement of competence.

The main textbooks commonly used in schools are books issued by the Ministry of Education, Culture, Research and Technology. In addition to the main books, teachers and students can use supplementary books to assist the learning process. These books are called enrichment books. In line with the Regulation of the Minister of Education Number 2 of 2008 Article 6, books that can be used in addition to textbooks are teacher guide books, enrichment books, and reference books. This means that enrichment books can be used by students as a complement to learning. Their use can expand and deepen the material to become a source to overcome students' difficulties in understanding the subject matter.

The development of enrichment books is combined with reading strategies, as skills that need to be improved to overcome students' problems in understanding reading. The strategies needed are able to improve students' critical thinking skills. Generally, in learning students tend to memorize material theoretically. As a result, students do not understand the messages and meanings contained in the information they read. Therefore, critical thinking encourages students to find information, make conclusions, consider points of view, analyze concepts, theories and explanations, clarify issues and conclusions, and assess facts and opinions (Paul & Elder, 2007).

The right strategy to train students to think critically is the DRTA strategy. The DRTA strategy provides learning steps that help students in critical reading activities in each learning content and each level. Thus, it is expected that students gain a comprehensive understanding of the material read, so that it can help improve critical thinking skills.

Aningsih (via Jumasniar, 2020) stated that the DRTA (Direct Reading Thinking Activity) strategy is a reading strategy that involves students thinking about reading to focus student involvement with

reading. The advantages of the DRTA strategy are that it can train students to predict reading, stimulate students' memories before reading, arouse students' curiosity about reading, and make students focus on finding the information they want to find.

Meanwhile, Stuffer (1969) as the initiator of the DRTA strategy said that this strategy focuses on student involvement in predicting and proving their reading predictions. So the DRTA strategy requires students to use their ability to provide reasons and express their personal ideas. Rahim (2011) divides the stages of the DRTA strategy into 1) making predictions based on title clues, 2) making predictions based on picture clues, 3) reading text, and 4) assessing and adjusting reading predictions.

The development of book products with learning strategies has been previously carried out by Sudiati and Nurhidayah (2017) with the research title "Development of Reading Comprehension Teaching Materials Based on the PLAN Strategy (Predict, Locate, Add, Note) for Grade VII Students". The results of the development are in the form of book products that have been tested based on the feasibility of content, presentation, language, and graphics. The textbook consists of several lesson units arranged with the steps of the PLAN strategy, namely predicting, locating, reading, adding and taking notes.

Meanwhile, another study that is the basis for this research is a study conducted by Syamsi, et.al (2013) with the research title "Development of a Reading Textbook Model Based on a Process Approach for Junior High School Students". The results of the development are in the form of book products that have been tested based on the suitability of content, presentation, language, and graphics. The textbook consists of several lesson units that are arranged with process approach steps, namely pre-reading, reading, responding, exploring text, and expanding understanding.

The two development studies above produced textbook products that were able to improve students' learning outcomes in reading skills. This is the basis for this study to develop reading textbook products for high school students using the DRTA strategy with more relevant learning topics and able to make students think critically. Enrichment book products are an effective means to develop and facilitate students' understanding of reading. To develop reading enrichment book products using the DRTA strategy, an initial needs analysis is needed as the main procedure before developing.

Research Methods

This study uses *Research and Development* method. This study is part of a study entitled "Development of Reading Enrichment Books with DRTA Strategy ". The steps of this research and development refer to the ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation). It means needs analysis is part of the development procedure at the analysis stage (Analyze), to see the initial needs before developing a product.

This research method uses survey and content analysis methods. Based on Richey and Klein's opinion (2014), survey and content analysis methods are one of the methods used in development research. The survey method is a method that uses sampling and the results are used to describe the entire population and uses a number of questions in the form of a questionnaire. Meanwhile, the content analysis method is a method that consists of a set of techniques for systematic text analysis so that it involves a type of communication content (conversation, written text, interviews, photography) that is categorized and classified (Emzir, 2013).

This study uses a qualitative descriptive method. The research sample was 156 grade XI students and 17 Indonesian language teachers from several high schools in Tanjungbalai. Data collection techniques were interviews and needs questionnaires. Analysis of student and teacher needs was carried out qualitatively and quantitatively.

Study this uses assessment through a "Likert scale" questionnaire to state the need for enrichment books to be developed. The answers from the Likert scale instrument have a very high gradation. positive until very negative which given score very agree (SS) given a score of 5, agree (S) given a score of 4, undecided (R) given a score of 3, disagree (TS) given a score of 2, and strongly disagree (STS) given a score of 1.

Table 1. Categories Evaluation Questionnaire

Indicator	SS	S	R	TS	STS
Score	5	4	3	2	1

The results of this questionnaire were then analyzed using the percentage formula from Sugiyono (2019).

$$P = f/n \times 100$$

Information:

P : Percentage of student scores

F : Frequency of student scores

N : Number of students

Meanwhile, the results of the teacher needs analysis questionnaire are presented with percentages and assessment categories as in the following table.

Table 2. Percentage and Interpretation of Assessment Categories

Presentation	Interpretation
0%–25%	Strongly disagree
26% –50%	Don't agree
51%–75%	Agree
76%–100%	Strongly agree

(Latifah et.al., 2020)

Results and Discussion

In development research, needs analysis is an important part. Needs analysis is defined as a condition where there is a gap between what students receive and what students expect. According to Nation and Macalister (2009), needs analysis is divided into three components, namely deficiencies, needs, and desires. These three components are a set of tools for analyzing the needs of students and teachers in reading comprehension learning. The following describes in detail the results of the analysis of students' and teachers' needs for reading enrichment books using the DRTA strategy for grade XI SMA.

Student Needs Analysis

a. Lacks

In needs analysis, lacks refer to the condition of teaching materials and strategies used in reading comprehension learning. The deficiencies in teaching materials are as follows. First, the textbooks used

are still textbooks provided by the school. So, students have never used companion books that can help with reading learning.

Meanwhile, the learning strategies used by students are usually conventional, namely the lecture method. While for reading activities, there are many strategies that can be used for more effective reading. However, the reading strategies used by students are not yet appropriate for reading learning. The results of the analysis of student needs in the aspect of deficiencies are presented as follows.

Table 3. Results of Student Needs Analysis (Aspects of Lacks)

No	Item Statement	Answer Options									
		SS		S		R		TS		STS	
		F	%	F	%	F	%	F	%	F	%
1	Learning reading comprehension is a difficult learning process.	92	59	47	30.1	10	6.4	6	3.8	1	0.6
2	Reading comprehension lessons usually use textbooks provided by the school	94	60.3	53	33.9	8	5.2	1	0.6	-	0
3	The printed books that are commonly used are not sufficient to help with reading comprehension.	84	54.2	67	43.2	2	1.3	2	1.3	-	0
4	Reading comprehension learning does not yet use enrichment books that help the learning process.	95	60.9	58	37.2	3	1.9	-	0	-	0
5	Reading comprehension learning does not use appropriate learning strategies	89	57.1	62	39.7	5	3.2	-	0	-	0

Table 3 shows the results of the analysis of student needs in terms of lacks. Of the 156 students, 59% of students strongly agree that reading comprehension learning is difficult. Meanwhile, 60.3% of students strongly agree that reading comprehension learning usually uses textbooks provided by the school. In the next statement, 54.2% of students strongly agree that the printed books they usually use are

not enough to help reading comprehension learning. Another deficiency found is that reading comprehension learning has not used enrichment books that help the learning process. As many as 60.9% of students strongly agree that this condition is true in their learning conditions. Finally, 57.1% of students strongly agree that reading comprehension learning has not used the right learning strategy.

b. Needs

In needs analysis, students' needs refer to the things that students need for reading enrichment books. Students have their own opinions about what they feel is useful for them, especially reading skills. The things that students need are innovations in teaching materials and learning strategies used. The results of the student needs analysis on the needs aspect are presented as follows.

Table 4. Results of Student Needs Analysis (Needs Aspect)

No	Item Statement	Answer Options									
		SS		S		R		TS		STS	
		F	%	F	%	F	%	F	%	F	%
1	The learning strategies needed are able to guide students to understand the reading.	93	59.6	54	34.6	9	5.8	-	0	-	0
2	The learning strategy needed is one that is able to guide students to carry out reading comprehension activities independently.	90	57.7	61	39.1	5	3.2	-	0	-	0
3	The learning strategies needed are able to stimulate students to think before reading.	93	59.6	60	38.5	3	1.9	-	0	-	0
4	The learning strategies needed are able to trigger students to make predictions based on the knowledge they have.	97	62.25	57	36.5	2	1.3	-	0	-	0

5	The learning strategies needed are able to focus student involvement in predicting and proving their reading predictions.	101	64.7	52	33.3	3	1.9	-	0	-	0
6	The learning strategy required has structured reading steps.	97	62.2	54	34.6	5	3.2	-	0	-	0
7	There needs to be innovation in teaching materials for reading comprehension learning in the form of developing enrichment books.	95	60.9	60	38.5	1	0.6	-	0	-	0
8	Collaboration of enrichment books and learning strategies is needed in reading comprehension learning.	101	64.7	50	32.1	4	2.6	1	0.6	-	0
9	The necessary enrichment books can make it easier for students to understand the reading.	88	56.4	64	41	4	2.6	-	0	-	0

Table 4 shows aspects of student needs. Of the 156 students, 59.6% of students strongly agree and need learning strategies that can guide students to understand reading. In addition, 57.7% of students stated that they strongly agree and need learning strategies that can guide students to carry out reading comprehension activities independently. 59.6% of students strongly agree with learning strategies that can stimulate students to think before reading. 62.5% of students strongly agree with learning strategies that can trigger students to make predictions based on the knowledge they have. 64.7% of students strongly agree with learning strategies that can focus student involvement in predicting and proving their reading predictions.

Meanwhile, in terms of needs, it can be seen that 62.2% of students strongly agree with learning strategies that have structured reading steps. As many as 60.9% of students strongly agree with the innovation of teaching materials for reading comprehension learning in the form of developing

enrichment books. As many as 64.7% of students strongly agree with the collaboration of enrichment books with learning strategies. Finally, as many as 56.4% of students strongly agree and need enrichment books that make it easier for students to understand reading.

c. Wants

In needs analysis, wants refer to what students expect regarding the enrichment book products to be developed. The enrichment books desired by students are adjusted to the material, reading strategies, learning objectives, and students' thinking levels. So that enrichment books are expected to be able to maximize students' reading activities and overcome students' difficulties in understanding reading. The results of the analysis of students' needs in the desire aspect are presented as follows.

Table 5. Results of Student Needs Analysis (Wants Aspect)

No	Item Statement	Answer Options									
		SS		S		R		TS		STS	
		F	%	F	%	F	%	F	%	F	%
1	Enrichment books are required according to the subject matter	94	60.3	58	37.2	4	2.6	-	0	-	0
2	The required enrichment books contain lesson materials developed in a reading comprehension sequence according to the learning strategy used.	96	61.5	56	35.9	4	2.6	-	0	-	0
3	The required enrichment books are tailored to the learning objectives	90	57.7	60	38.5	6	3.8	-	0	-	0
4	The enrichment books required are adjusted to the level of students' thinking abilities.	91	58.3	61	39.1	3	1.9	1	0.6	-	0
5	The necessary enrichment books can help students relate concepts to reality (contextual)	90	57.7	63	40.4	2	1.3	1	0.6	-	0

| 6 | Necessary enrichment books can provide meaningful learning experiences for students. | 94 | 60.3 | 58 | 37.2 | 4 | 2.6 | - | 0 | - | 0 |

Table 5 shows the results of the analysis of student needs based on the wants aspect. As many as 60.3% of students stated that they strongly agree and expect enrichment books that are in accordance with the subject matter. As many as 61.5% of students strongly agree and want enrichment books that contain subject matter that is developed with a reading comprehension sequence according to the learning strategy used. As many as 57.7% of students want enrichment books that are in accordance with learning objectives. As many as 58.3% of students want enrichment books that are in accordance with the level of students' thinking abilities.

In addition, as many as 60.3% of students expect enrichment books that can provide meaningful learning experiences for students. As many as 57.7% of students expect enrichment books that can help students relate concepts to reality (contextual). Finally, 60.3% of students want enrichment books that can provide meaningful learning experiences for students.

Teacher Needs Analysis

The initial needs analysis questionnaire was also distributed to Indonesian language teachers based on aspects of deficiencies, needs, and desires. However, the initial needs analysis of teachers was also supplemented with interviews related to the conditions of reading comprehension learning in schools. The following are the results of interviews with teachers related to the conditions of learning to read.

Table 6. Results of Interviews with Teachers

No	Interview Results
1	The textbooks used are provided by the school
2	Example text in the book is less contemporary and relevant
3	Never used other teaching materials or books
4	Difficulty understanding reading with commonly used books
5	The books that are usually used do not help students learn independently
6	The habit of using conventional learning methods
7	Specific reading strategies have not been used
8	Reading teaching materials need to be developed further
9	There is a need for special textbooks for reading comprehension using appropriate reading strategies.
10	There needs to be a variety of textbooks

Based on the interview results, it was explained that teachers strongly support the provision of textbooks for reading comprehension. There are several things that teachers hope can be realized in the book, namely teachers need textbooks that can help students learn independently, have examples of reading or texts that are relevant and contemporary, equipped with appropriate reading strategies, and are varied.

The following are the results of the analysis of teacher needs for reading comprehension enrichment books using the DRTA strategy.

a. Analysis of Teacher Needs Based on the Lacks Aspect

Table 7. Results of Teacher Needs Analysis (Lacks Aspect)

No	Needs Analysis (Disadvantages Aspect)	Percentage Score	Category
1	Difficulty learning reading comprehension.	82.3%	Strongly agree
2	The use of textbooks is usually provided by the school.	87.05%	Strongly agree
3	Textbooks are not enough to help with reading comprehension.	77.6%	Strongly agree
4	Not yet using reading comprehension enrichment books.	82.3%	Strongly agree
5	Not using the right reading strategy.	82.05%	Strongly agree

Analysis of teacher needs based on the lacks aspect is shown in table 7. Of the 17 Indonesian language teachers, 82.3% of teachers strongly agree that they have difficulty in teaching reading comprehension to students. Then, 87.05% of teachers strongly agree that they usually use textbooks provided by the school. As many as 77.6% of teachers strongly agree that the textbooks that have been used so far have not helped reading learning. As many as 82.3% of teachers strongly agree that they have not used enrichment books for reading comprehension. Finally, as many as 82.05% of teachers strongly agree that they have not used the right reading strategy.

b. Analysis of Teacher Needs Based on the Aspect of Needs

Table 8. Results of Teacher Needs Analysis (Needs Aspect)

No	Needs Analysis (Need Aspect)	Percentage Score	Category
1	Strategies that can guide students to understand reading.	82.3%	Strongly agree
2	Strategies that can guide students to read independently	83.5%	Strongly agree
3	Strategies that can stimulate students to think before reading	85.8%	Strongly agree
4	Strategies that can trigger students to make predictions based on the knowledge they have.	90.5%	Strongly agree
5	Strategies that can involve teachers to encourage students to formulate questions, make hypotheses, obtain information, and evaluate temporary solutions.	87.05%	Strongly agree
6	Strategies that can focus student involvement in predicting and proving their reading predictions	84.7%	Strongly agree
7	A strategy that has structured reading steps	89.4%	Strongly agree
8	Innovation in teaching materials in the form of developing reading enrichment books	87.05%	Strongly agree
9	Collaboration of enrichment books and reading strategies	92.9%	Strongly agree

Table 8 shows the results of the analysis of teacher needs based on the needs aspect. Of the teachers, 82.3% of teachers stated that they strongly agree and need strategies that guide students to

understand reading. 83.5% of teachers strongly agree and need strategies that guide students to read independently. 85.8% of teachers need strategies that can stimulate students to think before reading. 90.5% of teachers stated that they strongly agree with strategies that can trigger students to make predictions based on the knowledge they have. 87.05% of teachers need strategies that can involve teachers encouraging students to formulate questions, make hypotheses, obtain information, and evaluate temporary solutions.

In addition, 84.7% of teachers stated that they strongly agree with strategies that focus on student involvement in predicting and proving their reading predictions. 89.4% of teachers need strategies that have structured reading steps. 87.05% of teachers strongly agree with the innovation of teaching materials in the form of developing reading enrichment books. Finally, 92.9% of teachers strongly agree with the collaboration of enrichment books and reading strategies.

c. Analysis of Teacher Needs Based on the Aspect of Wants

Table 9. Results of Teacher Needs Analysis (Desire Aspect)

No	Needs Analysis (Desire Aspect)	Percentage Score	Category
1	Enrichment books are adapted to the subject matter	92.9%	Strongly agree
2	Enrichment books contain material that is developed in a reading order according to learning strategies.	91.7%	Strongly agree
3	Enrichment books are tailored to learning objectives	89.4%	Strongly agree
4	Enrichment books are adapted to students' thinking levels.	92.9%	Strongly agree
5	Enrichment books that help students relate concepts to reality.	91.7%	Strongly agree
6	Enrichment books that provide meaningful learning experiences for students	92.9%	Strongly agree
7	Enrichment books that can maximize reading activities	89.9%	Strongly agree
8	Enrichment books that can increase students' learning motivation	88.2%	Strongly agree
9	Enrichment books that can overcome students' difficulties in understanding reading	88.2%	Strongly agree

Analysis of teacher needs based on the aspect of wants is shown in table 9. As many as 92.9% of teachers strongly agree and expect enrichment books that are tailored to the subject matter. As many as 91.7% of teachers strongly agree and want enrichment books with material and arranged with a reading sequence pattern according to learning strategies. As many as 89.4% want enrichment books that are tailored to learning objectives. As many as 92.9% of teachers want enrichment books that are tailored to students' thinking levels. As many as 91.7% of teachers expect enrichment books that provide meaningful learning experiences for students. As many as 89.9% of teachers want enrichment books that are able to maximize reading activities. As many as 88.2% strongly agree and expect enrichment books that are able to increase students' learning motivation. Finally, as many as 88.2% expect enrichment books that can overcome students' difficulties in understanding reading.

Conclusion

Based on the results of the initial needs analysis of students and teachers by looking at aspects of lacks, needs and wants, the following conclusions were drawn.

1. In terms of lacks, several problems were found, namely learning strategies and teaching materials that did not help with reading comprehension learning.
2. In terms of needs, several things were found that students and teachers needed, namely learning strategies that can guide students to understand reading, guide students to read independently, stimulate students to think before reading, trigger students to make predictions based on the knowledge they have, are able to involve teachers to encourage students to formulate questions, make hypotheses, obtain information, and evaluate temporary solutions, focus student involvement in predicting and proving their reading predictions, have structured reading steps. In addition, teachers and students need the development of reading enrichment books and book collaboration with reading strategies.
3. In the aspect of wants, several things were found that were expected by students and teachers, namely enrichment books that are adjusted to: learning materials, reading strategy sequence patterns, learning objectives, student thinking levels, concepts and realities so that they are able to provide student learning experiences, increase student learning motivation, and overcome student difficulties in understanding reading.

From the three aspects that have been analyzed, the product that will be developed next is a reading comprehension enrichment book using the DRTA strategy.

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