Improving the Ability to Analyze the Values of Ikayat Texts Using the Sharing Reading Literacy Learning Model for Grade X Students at SMA Negeri 2 Padangsidimpuan

Yola Agriani Samosir[1], Nikmah Sari Hasibuan[2], Eli Marlina Harahap[3], Khairunnisah[4]

[1] Universitas Muhammadiyah Tapanuli Selatan and agrianiyolasamosir@gmail.com
[2] Universitas Muhammadiyah Tapanuli Selatan and nikmah.sari@um-tapsel.ac.id
[3] Universitas Muhammadiyah Tapanuli Selatan and eli.marlina@um-tapsel.ac.id
[4] Universitas Muhammadiyah Tapanuli Selatan and khairunnisah@um-tapsel.ac.id

ABSTRACT

The low ability of students in analyzing values in fable texts is influenced by several factors such as reading interest, difficulty understanding and digesting important information in reading and difficulty in conveying the contents of the reading that has been read. This study aims to improve the ability to analyze the values of fable texts using the Sharing Reading Literacy learning model in class X students of SMA Negeri 2 Padangsidimpuan. This study uses a classroom action research (CAR) method which is implemented in stages starting from the design, implementation, observation, and reflection stages. The subjects in this study were 35 class X students. The results of this study indicate that the Sharing Reading Literacy learning model can improve students' ability to analyze values in fable texts. This is evidenced by the increase in student learning outcomes from before being given the action and the second stage after being given the class action to 85. Student effectiveness in learning activities also increased with student involvement in the learning process. The application of the Sharing Reading Literacy learning model has proven effective in improving the ability to analyze the values of fable texts in class X students of SMA Negeri 2 Padangsidimpuan. It is hoped that the results of this study can be a reference for further research related to classroom action research that can create effective learning strategies.

Keywords: Story Texts, Values, Sharing Reading Literacy, Grade X, SMA Negeri 2 Padangsidimpuan

1. INTRODUCTION

Reading is a fundamental skill that is crucial in the learning process. Reading is not only a primary tool for acquiring information but also a foundation for developing critical, analytical, and creative thinking skills. In an educational context, good reading skills are strongly correlated with students' academic success. Reading is a crucial activity to cultivate, especially in today's information age. In the learning process, reading also plays a role in developing intellectual abilities. The goal of reading is to broaden knowledge and contribute to social life. At the high school level, learning through reading requires students to go beyond simply understanding the content of reading materials [1], [2].

At the Senior High School (SMA) level in grade X based on the Merdeka curriculum, one of the texts studied by students is the hikayat text, this text is studied by students in semester 1. The hikayat text is in Chapter 3 with the theme "Exploring Values in Stories Across Eras" with the learning objective of Reading to assess and criticize characterization and plots in hikayat and relate them to life values that apply in the past and present". Hikayat is one of the old literary forms that depicts stories of heroism, miracles, or extraordinary adventures. The stories in hikayat are often conveyed in a beautiful style and aim to convey moral values. In hikayat there are several values, namely: First, social values. Second, religious values. Third, moral values. Fourth, cultural. Fifth, educational values [3].

Based on the results of interviews with Indonesian language teachers at SMA Negeri 2 Padangsidimpuan, Idayanti, S.Pd, information was obtained regarding various problems that arise in learning to read fairy tale texts, the problems are as follows: First, low student interest in reading activities. This is caused by a lack of willingness and habit of students in reading. Second, students experience difficulty in understanding and digesting important information contained in the reading. Third, reading activities are often carried out by students only because of demands from teachers, not based on their own desires or motivation. As a result, students have difficulty retelling the content of the reading they have read.

Based on this statement, various steps are needed to help students improve their reading skills in fable texts, enabling them to discover values, understand the content, and reflect on and relate it to everyday life. One approach is to use the shared reading literacy learning model.

The sharing reading literacy learning model, using a critical literacy approach, is highly appropriate because it is designed to support reading literacy activities in schools. Reading literacy using this model not only focuses on understanding the content of the reading but also includes the sharing of reading activities carried out by students during the reading activity. This allows students to optimize their reading skills. Until now, although some students have an interest in reading, they have not been able to maximize their reading abilities. Through knowledge sharing activities, students' curiosity about the topic being discussed can be sparked, and they can share findings from their reading.

In this research, the problem formulation is as follows: First, how is the reading ability of the fable text of class X students of SMA Negeri 2 Padangsidimpuan before using the sharing reading literacy learning model? Second, how is the reading ability of the fable text of class X students of SMA Negeri 2 Padangsidimpuan? after using the learning model sharing reading literacy. Third, how effective is the use of the model? learning model learning sharing reading literacy on learning to read fairy tale texts for class X students of Padangsidimpuan State Senior High School. Based on the problem formulation above, it is necessary to "Increase the Ability to Read Hikayat Texts Using Learning Models *Sharing Reading Literacy* Class X students at State Senior High School 2 Padangsidimpuan".

2. LITERATURE REVIEW

2.1 Tale Text

Hikayat is an ancient literary work that developed in the Malay community and serves as a medium for entertainment, education, and the instillation of cultural values. Hikayat texts typically tell stories of heroism, love, miracles, and moral values. Hikayat is an old narrative story in prose that contains elements of teaching and advice, and is usually conveyed orally before finally being written down [4]. Furthermore, Hikayat is an old literary work in prose that tells the lives of figures with extraordinary powers, miracles, and struggles [5].

The following are some of the values contained in the text of the hikayat: (1) Moral Values, Moral values in the hikayat reflect teachings about good and bad which are used as guidelines for life. (2) Religious Values, some hikayat contain teachings about belief in God, destiny, and the importance of prayer. (3) Social Values, social values teach the importance of relationships between humans in society, (4) Cultural Values, cultural values in the hikayat show the customs, norms, and habits of Malay society, (5)

Educational Values, hikayat also functions as a medium for character education, by inserting life lessons, and (6) Heroic Values, the main character is often depicted as a hero who is brave, tough, and defends the truth [2].

2.2 Sharing Reading Literacy Learning Model

Shared reading is an interactive reading instructional method in which teachers and students read together an enlarged text or "big book," allowing all students to see and follow along collaboratively. The teacher models fluent and expressive reading, and students then actively participate as they feel comfortable. This cooperative method fosters a comprehensive understanding of the text, with each student taking responsibility for understanding the reading, resulting in a shared, holistic understanding. The goal is to increase reading interest, reading comprehension, phonics skills, vocabulary, and fluency through a fun and collaborative approach [6], [6], [7].

3. METHODS

The method used in this research is the experimental method. The experimental method is a learning approach that provides students with the opportunity to actively participate in the learning process through direct practice, observation, and analysis of experimental results. Experimental research is conducted with the aim of observing the effects or differences caused by the treatment on the research subjects [8].

This study aims to test hypotheses, measure variables, and discover causal relationships through systematic and objective statistical methods. Data collection in this study used a pre-test. A pre-test is a test conducted before administering treatment or intervention in a study to measure the initial abilities or initial conditions of the research subjects. The pre-test aims to determine the level of knowledge, skills, or certain characteristics before the treatment is administered so that it can be compared with the post-test results to determine any changes or effects of the treatment.

The population in this study was 35 10th-grade students of SMA N 2 Padangsidimpuan enrolled in the 2024/2025 academic year. Data collection was conducted in several stages. In the first meeting, students were given a pretest. Furthermore, in the second meeting, the teacher provided treatment by implementing learning model *Sharing Reading Literacy*. After the treatment was given, students were then given a final test (posttest).

4. RESULTS AND DISCUSSION

The results of this study indicate that the application of the learning model is carried out by dividing six syntaxes into two syntaxes at each meeting. The research sample was 31 students of class X-1 of SMA Negeri 2 Padangsidimpuan in the 2024/2025 academic year. There are three indicators assessed to determine the effectiveness of the sharing reading literacy learning model on the ability to read the saga of class X-1 students of SMA Negeri 2 Padangsidimpuan, namely, first, determining the values contained in the saga text, second, understanding the contents contained in the saga text, and third, reflecting on the contents and relevance of the values contained in everyday life.

4.1 Reading Ability of Texts Before Using Sharing Reading Literacy of Class X-1 Students of Padangsidimpuan State Senior High School

The reading ability scores of the fairy tale text obtained by students varied between 16.67 to 80. A total of 1 person (3.33%) obtained a score of 16.67, 2 people (6.66%) obtained a score of 20, 2 people (6.66%) obtained a score of 23.33, 1 person (3.33%) obtained a score of 26.67, 1 person (3.33%) obtained a score of 30, 1 person (3.33%) obtained a score of 33.33, 5 people (16.66%) obtained a score

of 36.67, 2 people (6.66%) obtained a score of 40, 3 people (10%) obtained a score of 43.33, 4 people (13.33%) obtained a score of 46.67, 4 people (13.33%) obtained a score of 50, 2 people (6.66%) obtained a score of 53.33, 1 person (3.33%) obtained a score of 60, 1 person (3.33%) got a score of 70, and 1 person (3.33%) got a score of 80.

Based on these data, the average value (M) was 41.61. From these results, it can be concluded that the level of mastery of the ability to read fable texts in class X students of SMA Negeri 2 Padangsidimpuan before using the sharing reading literacy model as a whole was at a mastery level between 36-45%, which is classified as less (K) category.

4.2 The Ability to Read Hikayat Texts After Using the Sharing Reading Literacy Learning Mode of Grade X Students of Padangsidimpuan State Senior High School

The reading ability scores of the fable texts obtained by students were in the range of 66.67 to 93.33. A total of 2 students (2.68%) obtained a score of 66.67, 7 students (2.95%) obtained a score of 73.33, 5 students (3.02%) achieved a score of 76.67, 6 students (3.22%) achieved a score of 80, 3 students (3.35%) obtained a score of 83.33, 3 students (3.49%) achieved a score of 86.67, and 5 students (3.75%) obtained a score of 93.33.

Based on these data, the average value (M) was 80.21. Thus, it can be concluded that the level of mastery of the ability to read fable texts after using the sharing reading literacy model in class X students of SMA Negeri 2 Padangsidimpuan as a whole was at a mastery level of 76-85%, which is included in the good category (B).

4.3 The Effectiveness of Using the Sharing Literacy Model on the Reading Ability of Hikayat Texts of Class X Students of SMA Negeri 2 Padangsidimpuan

The results of the research data analysis show that the group data before using the Sharing Reading Literacy learning model is normally distributed because the L0 value is smaller than Lt (0.116 < 0.1591). The same thing also applies to the group data after using the learning model, with the L0 value smaller than Lt (0.1571 < 0.1591). The comparison between L0 and Lt indicates that the student learning outcome data is normally distributed. Thus, a t-test can be conducted to compare the pretest and posttest class groups in the ability to read fable texts of class X students of SMAN 15 Padang. Based on the results of the t-test, it was found that the use of the Sharing Reading Literacy learning model was significantly effective in improving the ability to read fable texts, as evidenced by the calculated t value (16.96) which was greater than the t table (1.70), so that the alternative hypothesis was accepted.

The Sharing Reading Literacy learning model is highly appropriate for learning to read fable texts, as it fosters curiosity, caring, sharing skills, and critical collaboration. In this model, students actively exchange information and understanding related to the values and content of the texts being studied. Students share the results of their explorations of reading texts relevant to their lives, making learning more engaging, less monotonous, and encouraging the optimization of reading skills and the enrichment of knowledge in learning fable texts. In line with Marni's opinion (2022:5), the Sharing Reading Literacy learning model is designed to support effective reading activities. Until now, although students have a high interest in reading, they have not been able to fully maximize their reading potential, which impacts the results of reading ability evaluations. In this model, the term "sharing" becomes important because during the knowledge sharing stage, students are trained to think critically. This sharing activity also sparks students' curiosity about the topic being discussed, thus encouraging the emergence of arguments that enrich discussion and learning.

CONCLUSION

Based on the results of data analysis and discussion, the following three main points can be concluded, the level of ability to read the saga text of class X students of Padangsidimpuan State Senior High School before using the Sharing Reading Literacy learning model had an average value

of 41.61, with a qualification of 36-45% which was classified as less (K). After using the Sharing Reading Literacy learning model, students' ability to read the saga text increased with an average value of 80.21, which was in the classification of 76-85% which was included in the good category (B). The results of the data analysis showed that the use of the Sharing Reading Literacy model was effective in improving the ability to read the saga text. This was proven by the alternative hypothesis (H1) which was accepted at a significant level of 95% with degrees of freedom (dk) = n1-1, because the calculated t value> t table (16.96> 1.70). In other words, the Sharing Reading Literacy learning model was proven to be effective in improving the ability to read the saga text of class X students of Padangsidimpuan State Senior High School 2.

REFERENCES

[1]   I. Ulva *et al.*, "Implementasi Model Pembelajaran Project Based Learning (PjBL) pada Teks Hikayat dan Cerpen dengan Proyek Video di Kelas X SMA Negeri 1 Kota Mojokerto," *Sinar Dunia J. Ris. Sos. Hum. dan Ilmu Pendidik.*, vol. 3, no. 4, pp. 31–39, 2024.

[2]   K. R. Agustina, "Pembelajaran membandingkan nilai-nilai serta kebahasaan teks hikayat dan cerpen dengan menggunakan metode peta pikiran di kelas X SMA Negeri 1 Baregbeg," *Diksatrasia J. Ilm. Pendidik. Bhs. dan Sastra Indones.*, vol. 7, no. 1, pp. 9–15, 2023.

[3]   M. P. Aminudddin and H. Suryana, *Pengantar apresiasi karya sastra*. PT Sinar Baru Algensindo, 2000.

[4]   R. R. Aminuddin and L. Okdinawati, "A Dynamic Model For Poultry Supply Chain In West Java," *J. Bus. Manag. Rev.*, vol. 4, no. 2, pp. 104–128, 2023.

[5]   A. Setyawan, A. S. Syarifudin, and R. A. Akrom, "Pengembangan media pembelajaran teks hikayat berbasis ispring untuk siswa kelas X SMA," *Linguist. J. Ilm. Bahasa, Sastra, Dan Pembelajarannya*, vol. 5, no. 2, pp. 142–159, 2021.

[6]   T. Wuryani, A. Wismanto, S. Sudiyati, and Z. Fahmy, "Pembelajaran Berdiferensiasi Teks Hikayat pada Peserta Didik SMA/SMK di Semarang," *Paedagoria J. Kajian, Penelit. dan Pengemb. Kependidikan*, vol. 14, no. 2, pp. 173–178, 2023.

[7]   G. S. Azara, "The impact of the" Let's Read" application on enhancing the reading skills of eleventh-grade students at SMAN 1 Kademangan Blitar." Universitas Islam Balitar, Blitar, 2024.

[8]   S. Sugiyono, "Kajian kelayakan penerapan konsep pengelolaan keuangan blud pada badan pengembangan sumber daya manusia daerah provinsi kalimantan selatan," *J. Kebijak. Pembang.*, vol. 16, no. 1, pp. 29–41, 2021.

BIOGRAPHIES OF AUTHORS

Yola Agriani Samosir, S.Pd. completed her undergraduate studies at the University of Bengkulu in four years, majoring in Indonesian Language Education. E-mail: Agrianiyolasamosir@gmail.com
Nikmah Sari Hasibuan, S.Pd., M.Pd. He completed his undergraduate studies at the Muhammadiyah University of South Tapanuli for 4 years in the Indonesian Language and Literature Education study program, completed his Masters studies at the State University of Medan for 2 years in the Postgraduate Program in Indonesian Language Education, and is currently pursuing his Doctorate at the Muhammadiyah University of Malang. E-mail: nikmah.sari@um-tapsel.ac.id
Eli Marlina Harahap, SS, M.Pd. He completed his undergraduate studies at Medan State University for 3.8 years in Literature, completed his Masters studies at Al-Washliyah Muslim Nusantara University for 2 years in Postgraduate Indonesian Language Education, and is currently pursuing his Doctorate at Muhammadiyah University of Malang. E-mail: eli.marlina@um-tapsel.ac.id
Khairunnisah, S.Pd., M.Hum She completed her undergraduate study at STKIP Tapanuli Selatan, Padangsidimpuan for 4 years in the English teaching and education program. And completed her masters at Medan State University for 2 years in the postgraduate in applied English linguistics. E-mail: khairunnisah@um-tapsel.ac.id