DEVELOPMENT OF PROMPTING QUESTIONS, READING ON THE LINES, READING IN THE LINES, AND READING BEYOND THE LINES IN STRENGTHENING READING LITERACY OF GRADE IV ELEMENTARY SCHOOL STUDENTS

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Abstract. This research aims to develop prompting questions used to strengthen the reading literacy of fourth-grade elementary school students that are valid, practical and effective. The development model used in this research is the ADDIE model which consists of five development stages, namely Analyze, Design, Development, Implementation, and Evaluation. The test subjects in this research were reading literacy experts, class teachers, and fourth-grade elementary school students. The research data consists of validation data on reading literacy, practicality of teacher users, and student effectiveness. The expert validation results obtained a value of 90%. The results of the effectiveness test on students obtained a result of 0.601 for the small group and a result for the large group of 0.707. Apart from that, the results were also obtained from the practicality of teacher users of 100%. Based on these results, it can be concluded that the development of leading questions is valid, practical and effective.

Keywords: Prompting Questions reading in the lines; reading on the lines; reading beyond the lines; elementary school

I. INTRODUCTION

Reading literacy is a skill that future individuals must master in order to live well in the world of the 21st century. In the 21st century learning period, the ability to read must be created early in learners with training, so that in adulthood they are able to live reasonably. Reading learning in basic education is the ability given to learners to understand the importance of texts that contain comprehension skills. Horowitz, et al (2017) said that literacy is an ability to utilize written information to expand knowledge in order to function in society. Huettig, F, & Pickering, M, J (2019) argue that literacy has the added benefit of improving people's ability to predict spoken language by aiding comprehension. Hobbs, R, (2020) says that Literacy is generally understood as awareness related to understanding and using printed language. Wildova, R (2014) argues that the development of reading literacy is one of the fundamental objectives of education provided by compulsory education. This is in line with the opinion of Zhou, Y (2020) that reading literacy is a must for learners to succeed academically as a whole and learners who ignore or lack it will be hampered in their academic progress and long-term development.

Reading literacy in elementary schools has an important role in Indonesian language learning. Reading literacy is a skill in reading carried out by students, where students not only read but students are able to understand, find information, and can reflect and evaluate the reading they read. The

Ministry of Education and Culture defines reading literacy skills as involving the ability to understand, apply, assess, and reflect on various types of texts to solve problems and expand personal abilities as members of society. It aims to engage Indonesian and global citizens so that they can participate effectively in society. (Puspendik, 2020a). Banat & Pierewan (2019:4887) argue that reading literacy refers to how well a reader understands the meaning of symbols or written text for the purposes of everyday life, both formal and informal. Harsiati (2018:92) said that reading literacy is an ability to use written discourse by understanding the main features and keys to meaning in predicting, interpreting, and confirming meaning accurately. Drotner & Kobbernagel (2014) argue that reading literacy involves the knowledge, abilities, and attitudes of individuals in understanding and assessing information presented in various media.

Education in Indonesia, especially in literacy activities, is at the bottom. This is highlighted based on data from the Progress in International Literacy Study (PIRLS, 2011) on the reading activities of fourth grade elementary school students around the world coordinated by the Association of Institutes for Assessment and Evaluation. the results of the International Education Achievement (IEA) which was attended by 45 countries, both from developed and developing countries, the results showed that Indonesian students ranked 41st in the research population of interest in reading and writing. Indonesian students can answer perfect level questions (0.1%),

4% can answer high level questions, 28% can answer medium level questions, and 66% can answer low level questions. PIRLS has developed a reading assessment framework that is divided into two categories: comprehension and purpose. The types of reading used are reading literary works with the aim of gaining literary experience and reading informational texts with the aim of gaining and using information. The composition used by PIRLS is 50% literary reading and 50% informational reading. In addition, PIRLS items focus on measuring four comprehension processes, namely obtaining explicit information that requires repetition 20%, inferring 30%, interpreting and integrating ideas from information 30%, examining and evaluating the content, documents, and elements contained in the text 20%. 20%. Suryaman, M (2015) said that based on conclusions about the ability of Indonesian students to solve literacy questions on reading literature and information, including the completion of literary and non-literary questions in measuring the ability to remember or speak, search for information, find and use information, combine facts, interpret and integrate ideas and information, make conclusions, and evaluate the usefulness of information returns at low, medium, and high levels Far below the international average.

Learning strategy is a guide or foundation used in the learning process to achieve predetermined goals (Dhamayanti, 2022: 210). As an educator, teachers must be able to design learning strategies or methods in the hope of achieving learning objectives. Mislikhah (2016) argues that to improve the quality of reading learning, it is necessary to introduce various reading learning strategies to form good reading behavior and at the same time improve reading skills.

Questions play a very important role in learning, especially in reading literacy activities. This is because the context of reading literacy is an activity that must be owned by students in the ability to think at a high level such as analyzing a reading, and understanding the concepts behind the writing. If the questions used in familiarizing students have not been familiarized in learning activities, especially in reading literacy activities, then students will experience difficulties or not be accustomed to facing problematic tests. This is in line with the opinion according to Andikayana, et al (2021) "that before implementing the AKM reading test directly, schools need to provide training so that each student can recognize the form of the AKM test". In addition, in class IV in reading literacy activities, the teacher said that the difficulties faced by students were difficult to understand and answer the literacy questions given. The strategy used by teachers during Indonesian language learning, especially in reading literacy material, is to give students the task of filling out reading journals if the reading theme in one class is different, and if the reading theme in one class is the same then the teacher develops questions in the form of essays. In the questions used, only centered questions appear, not yet leading to HOTS which makes students less accustomed to dealing with problematic questions.

In addition to improving reading literacy, reinforcement in reading literacy activities is very important. In strengthening reading literacy, teachers are expected to be able to assist students to have an understanding of reading material and train in reasoning. Reading literacy activities also require a strategy with the aim of being able to strengthen reading literacy activities. One of the strategies that can be used in strengthening reading literacy activities is by developing explicit, implied and highlighted leading questions. Reading literacy is not just being able to read, but must understand, apply, evaluate and reflect on various types of texts. Questions developed on the basis of competence, not just memorizing material but must provide opportunities for students to develop their basic literacy skills in reasoning. Priyatni (2021:17) said that the meaning of reinforcement is interpreted to be a form of action or effort to encourage the emergence of an increase in the quality of students' reading literacy. Pratama, (2022) argues that reinforcement is carried out with the aim that students have the ability to read both in the ability to understand, retrieve, and process information from their reading media.

Based on this explanation, research and development of Prompting Questions, Reading On The Lines, Reading In The Lines, and Reading Beyond The Lines is important to strengthen students' reading literacy. The development product will be tested for validity and practicality, so that it becomes a quality product. The rationalization for choosing the development of explicit, implied and highlighted leading questions is based on the results of interviews, observations, and analysis of students' needs. Based on the explanation above, the purpose of this research is to produce a product of developing explicit, implied, and highlighted leading questions in strengthening the reading literacy of grade IV elementary school students that is valid, practical, and effective.

II. RESEARCH METHODS

This research and development uses a procedural development model. The development model used is the ADDIE model which consists of 5 development stages, namely (1) Analyze, (2) Design, (3) Develop, (4) Implement, and (5) Evaluate. The test subjects in this study were reading literacy experts, classroom teachers and grade IV elementary school students. The data obtained were quantitative and qualitative data which were analyzed using quantitative and qualitative data analysis techniques. The data obtained is used to determine the level of validity, practicality, and effectiveness of good development products.

III. RESULTS AND DISCUSSION

The stages of development in this study include analysis, design, development, implementation, and evaluation. The results and discussion in each stage are described as follows.
A. Analysis

At this stage, the developer identified gaps by conducting a preliminary study. The facts were reinforced by conducting a literature review on reading literacy theory. The result is a gap between the study of reading literacy theory and empirical studies in the field. Where students in reading literacy

activities have not been accustomed to higher order thinking. So, the basis for consideration in this study is to develop explicit, implied, and highlighted leading questions in strengthening reading literacy that are valid, practical, and effective.

B. Design

At this stage, the researcher plans the objectives that are adjusted to the components of reading literacy. At this stage, the researcher prepared the specifications of the questions that the researcher wanted to develop, here contains a description that shows (a) the selection of text stimulus (content and context); (b) determining the length of the text; (c) developing reading on the lines, reading in the lines, adn reading beyond the lines prompting questions constructed from Barret's taxonomy; and (d) selecting achievement indicators.

The following is a lattice of instruments for developing explicit, implicit, and highlighted leading questions constructed with the barret taxonomy.

TABLE I
INSTRUMENT GRID OF PROMPTING QUESTIONS READING ON THE LINES, READING IN THE LINES, AND READING BEYOND THE LINES

No	Question Type	Cognitive Level	Indicator	Sub-Indicators
1.	Reading On The Lines	Literal Competence	Given questions based on the text stimulus, learners are able to identify, search, and find explicit information in the text.	1 Identify names of people, characteristics, places, etc. in the text. 2. Identify factual information from different types of text
2.	Reading In The Lines	Reorganization Competence / Inferential Competence	Given questions based on the text stimulus, learners are able to interpret the meaning of the words in the text, summarize the text, and formulate the purpose of writing.	1.Explain the purpose of writing in the text / 1.Make inferences on the text. 2.Hypothesize about what might happen
3.	Reading Beyond The Lines	Evaluation Competency / Appreciation Competency	Given questions based on the text stimulus, learners are able to provide text assessment, credibility, and appreciation.	1. Assess the appropriateness of the illustrations to the content of the text. 2. Relate the text to personal experience / 1.Express/show sympathy and empathy towards reading texts

C. Development

At this stage, the activities in developing explicit, implied and highlighted leading questions to the text stimulus set in strengthening reading literacy in the form of typing, collecting material and compiling questions and designing the output form of development in the form of a guidebook. Before the implementation stage, the development of explicit, implied and highlighted leading questions was first validated by experts.

D. Implementation

At this stage, it includes activities to prepare teachers and students, as well as facilities and infrastructure to support field

trial implementation activities. After the product is validated and improved based on suggestions or input from experts, the next stage is the implementation of the development of explicit, implied, and highlighted leading questions which are carried out into 2 scales, namely small group trials conducted with 4 students and 1 teacher of grade IV elementary school, and large group trials conducted with 26 students.

Effective learning can be seen through the results of obtaining good learning outcomes. The results of tests conducted by students before and after using the reading literacy reinforcement guide are used to compare the pretest and posttest scores of students, so as to measure the effectiveness of the reading literacy reinforcement guide (Ramadhani & Amudi, 2020). Data on the effectiveness of the of the prompting questions reading on the lines, reading in the lines, and reading beyond the lines is done through the results of tests given to students or through summative assessments. Analysis of effectiveness data in this study was carried out twice, namely in small group and large group trials. The following is a description of the results of data analysis of the prompting questions reading on the lines, reading in the lines, and reading beyond the lines.

In the effectiveness trial of the development of explicit, implied, and highlighted leading questions, the pretest was carried out with the aim of knowing the initial results of the students' reading literacy test before the reading literacy reinforcement strategy with the development of leading questions was carried out. The posttest was conducted with the aim of seeing the ability of students to work on reading literacy questions. The effectiveness test of teaching materials is shown on the acquisition of the value of the prompting questions reading on the lines, reading in the lines, and reading beyond the lines.

TABLE III
Data on Learner Effectiveness

Group	Rata-rata PreTest	Rata-rata PostTest	N Gain	Category
Small Group	61,75	84,75	0,601	Medium effectiveness
Large Group	51,15	85,7	0,707	High effectiveness

Based on the results of scoring the effectiveness of developing explicit, implied, and highlighted leading questions, the result is 0.601 for small groups. This is in accordance with the range of scores on the N-Gain 0.70> N-gain $\geq$ 0.30 including the medium criteria. In addition, a result of 0.707 was obtained for the large group, in accordance with the range of scores on N-Gain > 0.70 including high criteria.

At the small group trial stage, it was carried out in order to obtain an assessment of user practicality, before being carried out with a large-scale trial. At this stage, data was obtained about the practicality of teacher users and students regarding the products developed. Comments and suggestions are used as a basic reference for product revision into a final product. The details of the results of the teacher user practicality assessment can be seen as follows.

TABLE IIIII

Details of teacher user practicality test

Indicators	X	Xi	HU%
Appropriateness of the text with the characteristics of elementary school children	5	5	100
Clarity of sentences in question items	5	5	100
Problem solving in the questions	5	5	100
Ease of use of prompting questions reading on the lines, reading in the lines, and reading beyond the lines.	5	5	100
Strengthening reading literacy with prompting questions reading on the lines, reading in the lines, and reading beyond the lines.	5	5	100
Total	**25**	**25**	**100**

Practicality score data based on the results of the assessment by practitioners can be processed using the following formula.

Processing of questionnaire data as a whole

$$P = \frac{\Sigma x}{\Sigma x1} \ X \ 100\%$$
$$P = \frac{\Sigma x}{\Sigma x1} \ X \ 100\%$$
$$= 100$$

Based on the explanation in table 2 that the teacher user expert assessment on the development of explicit, implied, and highlighted leading questions shows a score of 100% which is interpreted by the criteria according to Arikunto (2006) which is included in the criteria very feasible. In addition to quantitative data, on the development product there is also qualitative data in the form of comments, namely: the questions presented are very good for getting students used to thinking deeply in answering the reading text stimulus. Such questions really support students to learn to understand reading well and increase reading literacy activities. If all students are able to understand such questions, then they will easily work on ANBK when they are in grade 5.

E. Evaluation

The last stage of the ADDIE development model is evaluation. Evaluation occurs at every stage of the ADDIE model. At the evaluation stage, formative evaluation and summative evaluation are carried out. Formative evaluation is carried out in each stage of development and summative evaluation is carried out at the end of learning to find out the learning outcomes of students about understanding the material to measure whether it is effective or not. The results of the evaluation stage are described as follows.

1) Design Stage Formative Evaluation
At the design stage evaluation is carried out based on input and suggestions from the supervisor. Improvements include the selection of literary and informative text stimuli that are tailored to the age level of students and the development of questions that are adjusted to reading literacy questions made by the special assessment center for students in elementary schools.

2) Formative Evaluation of the Development Phase
In the development stage evaluation is carried out based on input and suggestions from expert lecturers. Input and suggestions are used as a reference for improving the development of questions on the specified text stimulus. The improvements include: (1) use the terminology used in AKM - Literacy reading which includes finding information,

interpreting and integrating, and evaluating and reflecting; (2) paraphrase the reading text to make it easier to digest; (3) correction of writing and punctuation.

3) Formative Evaluation of the Trial Phase
In the evaluation of the design stage, the trial was carried out based on input from the teacher user practicality questionnaire conducted during the limited scale trial. Evluation is obtained from the teacher user practicality questionnaire.

4) Summative Evaluation
Summative evaluation is conducted to determine the effectiveness after implementing the learning design or after competency testing. Limited trials were conducted with 4 students. Based on the percentage results obtained using the N-Gain formula which shows the result of 0.601, it can be concluded that the development of prompting questions reading on the lines, reading in the lines, and reading beyond the lines in accordance with the score range on N-Gain 0.70> N-gain $\geqslant$ 0.30 is included in the medium criteria. The second development trial was carried out on a large scale, the results of the development trial obtained a score of 0.707. Large-scale trials were conducted on students as many as 26 students according to the range of scores on N-Gain> 0.70 including high criteria. Based on the percentage results obtained, it can be concluded that the development of prompting questions reading on the lines, reading in the lines, and reading beyond the lines is valid practical and effective to use.

Reading literacy is a person's ability to understand and use information found in written texts. Reading literacy can also help improve critical and analytical thinking skills, and help a person become more aware of the world around them. This is in line with the opinion of reading literacy by Harsiati, T & Priyatni, E, T, (2017) who said that reading literacy is the ability to understand, use, and reflect on written reading to achieve goals as needed, develop knowledge and potential, and participate in society. Puspendik, (2020b) said that there are requirements in developing reading literacy, namely content in the form of informational text and literary text. Learners need to get used to reading more story books both fiction and non-fiction in order to have a broad knowledge.

Prompting questions of reading on the lines, reading in the lines, and reading beyond the lines are one of the strategies used in strengthening reading literacy. Explicit, implied and highlighted leading questions are questions that motivate learners to think about what is explicit, implied and highlighted in the text. An explicit question is a question that relates to the explicit things in the text. Implied questions are questions that deal with what is implied in the text such as interpreting and inferring. Highlighted questions are questions that help learners to assess the credibility, appropriateness and reflect on the text. This is adjusted to the reading literacy activities in AKM that in reading literacy activities students are required to find explicit information, understand, and evaluate and reflect on the reading text.

Prompting questions are questions that are asked to give direction to students in their thinking process (Zalmi & Anggraini, 2021). Strengthening reading literacy can be done by applying questioning strategies. One of the strategies that can be applied in strengthening reading literacy is by using

leading questions. This is because leading questions are questions that require or stimulate students to answer and think. Because in reading literacy activities, students are expected to not only be able to read but have the ability to read, think, and write which has the aim of increasing the ability to understand information critically, creatively, and reflectively. This is in line with the term by Priyatni (2021: 17) which states that provocative questions are questions that encourage students to think. According to As'ari, et al (2021) in learning activities, questions are a tool used in teaching. Questioning activities can create conditions for students to learn and practice thinking. Good quality questions can encourage learning. produce higher-level thinking. Fathony (2019: 90) argues that asking students is an activity that cannot be separated from learning activities. The questions asked to students are basically intended to help students improve their learning and reflect on the material they have learned.

Prompting questions of reading on the lines, reading in the lines, and reading beyond the lines are used as a form of strategy in strengthening reading literacy, and aim to encourage learners to think about what is explicit, implicit, and highlighted in the text during reading activities. There is an explanation of reading on the lines, reading in the lines, and reading beyond the lines, namely (a) reading on the lines is the ability of learners to trace or find information written in the text; (b) reading in the lines is the ability of learners to interpret the meaning of information expressed in the text, then make inferences/integration; and (c) reading beyond the lines is the ability of learners when assessing the credibility and suitability of the text and being able to combine the content of the text with other things outside the text. The questions developed are adjusted based on the age of students in grade IV elementary school. this is in accordance with the statement conveyed by Puspendik, (2020b) that there are requirements for developing reading literacy, namely content in the form of informational text and literary text.

Based on the above explanation of the meaning of prompting questions and provocative questions. Two of these terms have the same meaning, namely a question that encourages, motivates, and directs students to think at a higher level.

Prompting questions of reading on the lines, reading in the lines, and reading beyond the lines are strategies that encourage learners to answer questions explicitly, implicitly and highlighted. The level of thinking in reading literacy through explicit, implied, and highlighted leading questions is critically constructed in the Barret taxonomy which consists of (1) Literal Competence; (2) Reorganization Competence; (3) Inferential Competence; (4) Evaluation Competence; (5) Appreciation Competence.

A. Prompting Question Of Reading On The Lines

Prompting question of reading on the lines are questions related to things that are explicit in the text in the form of being able to find facts, ideas or information explicitly in the text. The following are examples of questions that are included in the type of question of reading on the lines based on literary texts and informational texts, namely.
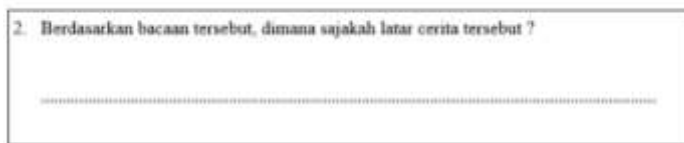

Fig 1. example of an reading on the lines question from a literary text

Jawablah pertanyaan di bawah ini dengan benar !

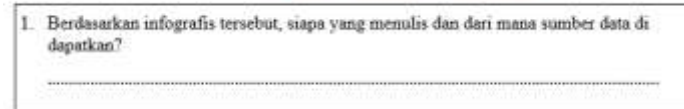**Pertanyaan Tersurat (Menemukan Informasi)**

Fig 2. example of an reading on the lines question from a information text

Based on the questions in the picture above, it can be categorized into one form of reading on the lines questions or questions related to things that are explicit in the text in the form of being able to find facts, ideas or information explicitly in the text. Explicit questions are classified in the cognitive level of literal comprehension competence. In the question above, learners are faced with a literary text stimulus and information. In these questions, learners are expected to be able to recall based on the text stimulus that has been given, regarding the setting of the story in the literary stimulus and the author of the information source in the information stimulus.

In the description above regarding reading on the questions in accordance with the opinion conveyed by Nisa, et al (2022) that in literal reading comprehension is the ability that must be possessed by students to understand ideas, information and answers contained in reading materials. In addition, a similar opinion was also conveyed by Mardiana & Suyata (2017) that literal comprehension ability is the ability to recognize or recall.

B. Prompting Question Of Reading In The Lines

Prompting question of reading in the lines are questions related to the implied things in the text in the form of being able to analyze (conclude) the reading text and the purpose of writing and interpret the meaning. The following are examples of questions that are included in the type of reading in the lines questions based on literary texts and informational texts, namely.

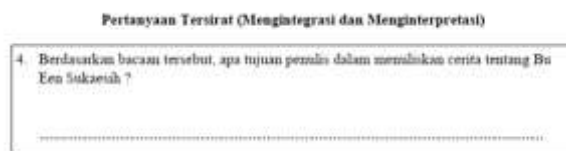**Pertanyaan Tersirat (Mengintegrasi dan Menginterpretasi)**

Fig 3. example of an reading in the lines question from a literary text
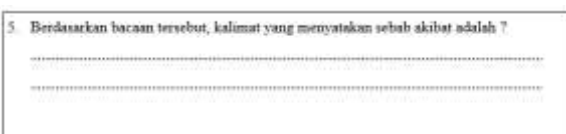
Fig 4. example of an reading in the lines question from a information text

Based on the question in the picture above, it can be categorized into a form of reading in the lines question. Reading in the lines question belong to the cognitive level of reorganization and inferential understanding competencies. In the question above, learners are faced with a literary text stimulus and information. In the question, learners are expected to be able to have the ability to reorganize and have the ability to show sentences that state cause and effect in the text stimulus given.

In the description above regarding reading in the lines question on inferential ability in accordance with the opinion conveyed by Mardiana & Suyata (2017) based on the results of their research, namely one of the indicators of inferential understanding in the Barret taxonomy is the ability to state the cause and effect related in the reading text. In addition, the implied question on reorganization ability is in accordance with the opinion conveyed by Nissa (2022) that the reorganization competency indicator requires students to reorganize so that students are given guidance in conducting analysis, and assembling ideas in the text.

C. Prompting Question Of Reading Beyond The Lines

Reading beyond the lines questions are questions that encourage learners to assess the credibility, accuracy, appropriateness of the text, or to reflect. The following are examples of questions that fall into the type of readingf beyond the lines questions based on literary and informational texts, namely.
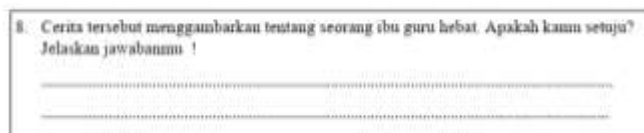

Fig 5. example of an reading beyond the lines question from a literary text

Fig 5. example of an reading beyond the lines question from a information text

Based on the questions in the image above, they can be categorized into one of the reading beyond the lines question forms. The highlighted questions belong to the cognitive level of competence, understanding, evaluation and appreciation. In the question above, students are faced with literary and informational text stimuli. In this question, students are expected to be able to assess the suitability of literary texts and provide an appreciation for informational texts that are confronted with students' personal experiences.

In the description above, the question highlighted on evaluation skills is the opinion expressed by Nisa, et al (2022) in her research, namely that evaluation indicators require students to improve, respond and evaluate

IV. CONCLUSIONS

Based on the explanation above, it can be seen that strengthening reading literacy can be applied to classroom learning activities. Not only is the habit of reading given to students, but it is in the form of presenting text stimuli and selecting strategies. Strengthening reading literacy activities is carried out to encourage students to improve the quality of students reading literacy. The strategy of prompting questions reading on the lines, reading in the lines, and reading beyond the lines can be used as a strategic choice in strengthening reading literacy. This is because it is adapted to the components of literacy, namely the ability to understand, use, evaluate, reflect and build knowledge and the ability to participate in society.

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