

## Heuristic Strategy In Basic Reading Course

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**Abstrac:** The purpose of this study is to describe the effectiveness of implementation heuristic strategy in basic reading course. This study used quantitative descriptive research. The design of the study used is one shot case study. This study was conducted at second semester of English Program Study STKIP Taman Siswa Bima in Academic years 2020/202 and subjects of this study were 22 students. Instrument in this research are the analysis of students final score test and observation checklist in learning interest. The result showed that the application of Heuristic strategy in basic reading course is effective to enhance the students to mastery the course. The minimum score obtained by the students is 70 and the maximum score is 80 with category high, while the learning interest of students showed Focus of attention, feeling, and thoughts on learning because of the interest, show from attitude and enthusiasms of students during teaching learning process is 85,3%, Feeling pleasure in learning which is shown by participation during learning activities 78,3%, and Willingness or tendency of the subject to be actively involved in learning and to get best result in 80,4%.

**Keyword:** Heuristic Strategy, Basic Reading

### INTRODUCTION

Strategy is an effort activity, design, approach, and a series of steps taken by the teacher to achieve an educational goal Hamzah, H. M, and Muhlisrarini. (2014). The implementation of learning strategy can promote critical and reflective thinking, research, and evaluation skill of teacher and students Hong Shi. (2017). Teaching strategy is technique used by teacher to help students become independent in learning and active strategic learners. Ida Bagus Nyoman Mantra, Ida Ayu Made Sri Widiastuti, et al. (2020). Teaching learning strategies is one of important aspect of promotion of self-regulated learning Saskia Kistner, Katrin Rakoczy et al. (2015).

Reading is one of basic skill of language learning. Reading is the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding Jiung Liu. (2010).

Studying basic reading means learning about fluency, accuracy, pronunciation, intonation, and understands the text. Reading skill refers to the ability to understand written text. When students comprehend or understand written text, they are able to identify simple facts presented in written text, make judgment about the written text's content, and connect the text to other written passages and situations Siti Nurul. (2014).

In the classroom, teaching reading is the way of transferring knowledge from teacher to students by using certain technique of strategy and certain material in order to master reading itself. Teacher responsibility's in helping students to achieve a good reading skill.

Basic reading in English Program Study of STKIP Taman Siswa is one of Basic English course for students, and they are must mastered it. But, reading course is not really popular as much as other English basic course, it impact to the students' interest in joining this course. Less interest of students make they are not reaching comprehend understanding of this course. This situation forces the teacher to modify suitable strategy in teaching and learning activity. One of strategy to be implemented is heuristic strategy.

Heuristic refer to the proceeding or approaches that enable someone to reach a solution for a particular problem through the implementation of a "rule of thumb", derive from experience rather than an exhaustive process. In the design context, they refer to technical or conceptual solutions which implementation has been previously proven in another area or context, but which can be extrapolated to similar design problems Yilmaz, S., Seifert, C. M. (2011).

Heuristic are simple, efficient rules, hard-coded by evolutionary processes or learned, which have been proposed to explain how people make decisions, come to judgments, and solve problems, typically when facing complex problems or incomplete information Novotna, J., et al. (2014).

There are some merits of using heuristic strategy in teaching activity such as 1) it greatly aids and facilitates the overall achieving of cognitive, psychomotor, and also affective objectives, 2) it serve to develop an attitude of scientific exploration and creativity in the respective learners, 3) by the teacher encouraging the students to explore the environment by themselves in search of an adequate solution of the problems, the learners get to discover knowledge by themselves knowledge which is easily retained by the learners, 4) the learners are placed in situations in which they have to learn by themselves and through self-experience. This has the ripple effect of teaching the learners the skill of self-reliance in the learners, 5) the teachers in such situations is always ready to give adequate individual guidance with regard to the solution to the specific problem. Hence such an interaction between the teacher and the learner takes place in a cooperative manner and in a much needed conducive environment Hardi Tambunan. (2018).

The implementation of heuristic strategy in teaching and learning of basic reading course were expected to give a positive impact to the students' reading achievement. Heuristic strategy in learning using four stages; the first stage is understanding the problem. In this stage, giving heuristic aims to direct students understanding concept so they can communicate phenomena that exist in various forms and in the text they are read. The second stage is planning a solution. In this stage heuristic is aim at directing students to be able to make completion plans by giving several heuristic so that students can be creative to communicate the elements and traits that exist. The third stage is carrying out the completion plan. Heuristic are given to direct students to find conclusion, traits or solve existing problems. The fourth stages are checking again. The provision of heuristic aims to direct students to check the correctness of the steps taken and the results obtained. The implementation of the heuristic strategy will have an impact on students' reasoning abilities Hoona, T. H., Kee, K. L., & Singh, P. (2013).

In heuristic strategy the students are put in the place of independent discoverer Xu Ching et al. (2008). This strategy makes students more active in learning. Based on description, the purpose of this study is to describe the effectiveness of implementation of heuristic strategy in basic reading course.

## METHOD

The type of research used is quantitative descriptive research. This research is used to describe the effectiveness of heuristic strategy in basic Reading course class as one of strategy use by teacher/lecturer to make the students reach achievement and mastery in basic reading skill. The design of the study used is one shot case study. The subjects are given certain treatment and followed by observation, then measure. The treatment referred to teaching and learning process using Heuristic strategy and seeing the effectiveness of using it for Basic Reading course.

This study was conducted at second semester of English Program Study STKIP Taman Siswa Bima in Academic years 2020/202 and subjects of this study were 22 students.

The data of students learning outcome in basic Reading course is descriptively analyze. The data of the study obtained from odd final term assessment of basic reading in academic years 2020/2021. Data is descriptively spelled out on the frequency table so the students will see the achievements in certain score. The students reading skill data are evaluated by using following reading rubrics evaluation Ibnu Nanang A. (2016):

**Table 1.** Reading Evaluation Rubric

<i>Criteria</i>	<i>Indicators</i>	<i>Score</i>
Fluency	hesitating	5
	Fluent, but still hesitating	6
	Fluent	7
	Very fluent	8
Accuracy	All speech can not be understood	5
	Small part of speech can be understood	6
	Most of the speech can be understood	7
	All speech can be understood	8
Pronunciation	Almost all the words are not correct	5
	Some of the words are correct	6
	Most of the words are correct	7
	All words are correct	8

Intonation	The stress/rhythm of all the words are wrong	5
	The stress/rhythm of fraction words are correct	6
	The stress/rhythm most of words are correct	7
	The stress/rhythm all of words are correct	8

In this study, the application of Heuristic study said to be effective if the students reading score categories as high (total score maximum 70). To convert the total score of students into some category it used the following criteria Claire Wyatt- Smith, J. Joy Cumming. (2009):

**Table 2.** Reading Skill Criteria

No	Mastery Level	Category
1	85-100	Very High
2	70-84	High
3	56-69	Medium
4	45-55	Low
5	0-44	Very Low

After scoring and convert the students reading skill into several categories, this study also compile data by conducted observation through students learning interest Annisah, samsudin, waliyudin. (2020) during teaching and learning process by using heuristic strategy.

**Table 3.** sheet observation of students' Learning interest

No	Learning Interest Indicators
1	Focus of attention, feeling, and thoughts on learning because of the interest, show from attitude and enthusiasms of students during teaching learning process
2	Feeling pleasure in learning which is shown by participation during learning activities
3	Willingness or tendency of the subject to be actively involved in learning and to get best result

## RESULTS

Based on result of students' assessment in basic reading course with the implementation of heuristic strategy in the teaching and learning process, the score of the students are showed in the following table.

**Table 4.** Result of students Basic Reading Skill

Students	Reading Criteria				Total Skor	Nilai Rata-rata
	Fluency	Accuracy	Pronunciation	Intonation		
Student 1	70	60	80	80	290	72,5
Student 2	70	70	70	80	290	72,5
Student 3	70	70	80	80	300	75
Student 4	70	70	70	70	280	70
Student 5	80	80	80	80	320	80
Student 6	80	80	80	80	320	80
Student 7	80	80	80	80	320	80
Student 8	70	70	80	80	300	75
Student 9	70	70	70	80	290	72,5
Student 10	70	70	70	80	290	72,5
Student 11	70	70	70	80	290	72,5
Student 12	80	70	70	70	290	72,5
Student 13	80	80	70	70	300	75
Student 14	80	80	70	70	300	75
Student 15	70	80	70	80	300	75
Student 16	70	80	80	80	310	77,5
Student 17	70	80	80	80	310	77,5
Student 18	70	80	80	80	310	77,5
Student 19	70	80	80	80	310	77,5
Student 20	70	80	80	80	310	77,5

Student 21	60	80	70	70	280	70
Student 22	80	80	70	80	320	80

**Table 5.** Basic Reading Analysis Result

Data	Result
Minimum Score	280
Maximum Score	320
Minimum score category	High
Maximum score category	High

**Table 6.** Result of Learning Interest Observation

Learning Interest Indicators	Percentage
Focus of attention, feeling, and thoughts on learning because of the interest, show from attitude and enthusiasms of students during teaching learning process	85,3%
Feeling pleasure in learning which is shown by participation during learning activities	78,3%
Willingness or tendency of the subject to be actively involved in learning and to get best result	80,4%

## Discussion

The Data on the table 1 about result of basic reading skill was taken from odd final term assessment of basic reading in academic years 2020/2021. On the table showed that the implementation of heuristic strategy in basic reading course affective to enhance the students' mastery the course. From assessment criteria in reading no one student get score under 70.

Data on table 2 about data analysis result. On the table minimum total score is 280 and the maximum score is 320 and it is include in high category. By the implementation of heuristic strategy the students' skill are getting better, and the students interest in learning reading also get improvement. The data is showed on the table 6. about students learning interest. During this study conducted the students are enthusiasts and participate actively in learning activity.

Based on the data it can conclude if heuristic strategy is affective to help students encourage mastery in reading skill, but the application of this strategy needed to be modify based on the students' condition to make more effective.

## CONCLUSION

Creativity and student learning outcomes can be improved through the use of heuristic learning, which can be seen in students as well; 1) have great curiosity; 2) often ask meaningful questions; 3) give lots of ideas and suggestions; 4) able to express opinions spontaneously and not shyly; 5) have a sense of beauty; 6) have their own opinion and are not easily influenced by others; 7) have a great sense of humor; 8) have a strong imagination; 9) able to propose thoughts and ideas that are different from others (original); 10) can work alone; 11) enjoy trying new things; 12) can develop an idea

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