



Implementation of Innovative Strategies Using Special Teaching Materials in Learning Descriptive Text Reading Skills

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ABSTRACT

Innovative strategies are teaching methods that not only combine methods, techniques, and learning approaches but also integrate one learning objective with another. This study aims to describe: 1) This study uses a descriptive method through a quantitative-qualitative approach. The study took place at SD Negeri 104607 Sei Rotan in the odd semester of 2025/2026. The subjects were fifth-grade students of SD Negeri 104607 Sei Rotan. Data on descriptive text reading skills were collected using multiple-choice test instruments; compiled using objective procedures so that valid test requirements were met. Data on descriptive text reading skills learning procedures that apply innovative strategies; were collected using non-test instruments, namely closed observation guidelines. Data on descriptive text reading skills learning procedures that apply innovative strategies were analyzed by determining the suitability between the learning procedures in the lesson plan and the learning procedures that took place in the classroom. Pre-test and post-test data on descriptive text reading skills were analyzed using descriptive statistics, namely mean, percentage, standard deviation, mode, minimum score, and maximum score using the SPSS application. Research results: 1) the results of the pre-test on descriptive text reading skills were in the low category; 2) the learning procedure for descriptive text reading skills that applies innovative strategies is carried out in accordance with the learning procedures contained in the lesson plan; 3) the results of the post-test for descriptive text reading skills are in the high category.

Keywords: innovative strategies, special teaching materials, descriptive text, reading skills

Penerapan Strategi Inovatif Menggunakan Bahan Ajar Khusus dalam Pembelajaran Keterampilan Membaca Teks Deskripsi

ABSTRAK

Strategi inovatif merupakan cara mengajar yang tidak saja menggabungkan metode, teknik, dan pendekatan pembelajaran tetapi juga mengintegrasikan tujuan pembelajaran yang satu kepada tujuan pembelajaran lainnya menggunakan bahan ajar khusus. Penelitian ini bertujuan mendeskripsikan: 1) hasil prates keterampilan membaca teks deskripsi; 2) prosedur pembelajaran keterampilan membaca teks deskripsi yang menerapkan strategi inovatif menggunakan bahan ajar khusus; 3) hasil postes keterampilan membaca teks deskripsi. Penelitian ini menggunakan metode deskriptif melalui pendekatan kuantitatif-kualitatif yang berlangsung di SD Negeri 104607 Sei Rotan pada semester ganjil 2025/2026. Subjek penelitian adalah siswa kelas V SD Negeri 104607 Sei Rotan yang berjumlah 30 siswa. Data keterampilan membaca teks deskripsi dikumpulkan menggunakan instrumen tes. Data prosedur pembelajaran dikumpulkan menggunakan instrumen nontes yakni pedoman observasi tertutup. Data prosedur pembelajaran keterampilan membaca teks deskripsi yang menerapkan strategi inovatif dianalisis dengan cara menentukan kecocokan antara prosedur pembelajaran dalam RPP dengan prosedur pembelajaran yang berlangsung di kelas. Data prates dan postes keterampilan membaca teks deskripsi dianalisis menggunakan statistik deskriptif yakni mean, persen, simpangan baku, modus, skor minimum, dan skor maksimum menggunakan aplikasi SPSS. Hasil penelitian: 1) hasil prates keterampilan membaca teks deskripsi berkategori rendah; 2) prosedur pembelajaran keterampilan membaca teks deskripsi yang menerapkan strategi inovatif menggunakan bahan ajar khusus terlaksana sesuai dengan prosedur pembelajaran yang termuat dalam RPP; 3) hasil postes keterampilan membaca teks deskripsi berkategori tinggi.

Kata kunci: strategi inovatif, bahan ajar khusus, keterampilan membaca, teks deskriptif

Submitted
29/04/2026

Accepted
07/05/2026

Published
16/05/2026

Citation	Lande, T., & Elyana, K. (2026). Implementation of Innovative Strategies Using Special Teaching Materials in Learning Descriptive Text Reading Skills. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 3, Mei 2026</i> , 2553-2260. DOI: https://doi.org/10.55909/jpbs.v4i3.1224
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Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Teaching reading skills in elementary school is crucial. This learning process not only impacts Indonesian language learning but also all subjects (Rahim, 2018).

Innovative strategies are teaching methods that combine learning methods with learning techniques and/or approaches using specific teaching materials. This integration also applies internally. This means that method 1 is combined with method 2, certain techniques are combined with other techniques, and approach 1 is combined with approach 2 (Razak, 2021).

In teaching descriptive text writing skills in fifth grade, innovative strategies involve methods, techniques, and approaches both internally and externally. Internally, methods combine direct and individual methods. Externally, methods are combined with learning approaches and techniques. Internally, process skills approaches are combined with individual approaches. Internally, copying tasks are combined with testing techniques. The testing techniques themselves vary, including multiple-choice and cloze tests. Innovative strategies are believed to be effective in teaching narrative texts, such as descriptive texts, in upper elementary school. Through this strategy, students are facilitated in acquiring knowledge and ultimately the skills to find general descriptions and descriptive sections within descriptive texts. Knowledge of reading descriptive texts is believed to be easily acquired by students through copying assignments using a process skills approach, focusing on the main sentence and main idea, which are essential elements in each paragraph that form the structure of descriptive texts. Furthermore, testing techniques, both multiple-choice and cloze tests, provide students with practice exercises to apply their knowledge of descriptive texts. Therefore, this article is entitled "Application of Innovative Strategies in Teaching Descriptive Text Reading Skills for Fifth Grade Elementary School Students."

This article addresses two research questions. First, what is the procedure for implementing

innovative strategies in teaching descriptive text reading skills in fifth grade elementary school? Second, what are the categories of descriptive text reading skills in teaching using innovative strategies in fifth grade elementary school?

First, it describes the procedure for implementing innovative strategies in teaching descriptive text reading skills in fifth grade elementary school. Second, it describes the categories of descriptive text reading skills in teaching using innovative strategies in fifth grade elementary school. These are the two objectives of this study.

This research has several benefits from several perspectives. First, from a supervisory perspective, this article is useful because it can be used as material for principals' supervision of classroom teachers on learning strategies, reading skills, and descriptive texts. Second, from an academic perspective, this article is useful because it has the potential to be used as a reference by prospective elementary school teachers and prospective Indonesian language teachers when writing papers. Third, from the perspective of senior elementary school teachers, this article is also useful because it has the potential to be used as discussion material in various peer-to-peer meetings.

Research on descriptive text reading skills has been found in several online journal articles. First, Mondolalo & Mulyadi (2023), who conducted research at Karuna Dipa Junior High School, found: 1) the skill of writing the general descriptive structure of descriptive texts using scheme 2-3 in learning before using an individual approach and copying assignment techniques in limited media reached a minimum standard of 60.00; 2) the skill of writing the general descriptive structure of descriptive texts using scheme 2-3 in learning after using an individual approach and copying assignment techniques in limited media reached a minimum standard of 78.00. Second, Mardiana & Pane (2023) who conducted research at Al-Kahfi Middle School, Batam found that: 1) the skill of reading descriptive texts on prophetic topics was in the high category; 2) there was no difference in the skill of reading descriptive texts on prophetic



topics per sample group. Third, Subandiyono & Ristiani (2026) conducted research at Ar-Rahman Vocational School, Cianjur found: 1) the pre-test results of the ability to use Enhanced Spelling only reached a mean of 23.46 or a standard score of 64.64; 2) the post-test results of the ability to use Enhanced Spelling in learning descriptive text skills using the flash card method reached a mean of 36.03 or a standard score of 90.07; 3) the flash card method is effective in learning the ability to use Enhanced Spelling in descriptive text.

LITERATURE REVIEW

The constructivist approach to innovative strategies involves five learning phases. These phases are orientation, idea generation, idea reconstruction, idea application, and reflection (Mahamad, 2012; Razak, 2020).

The deep copying technique in innovative strategies involves rewriting learning material into teaching materials. The goal is to ensure that students, who own the teaching materials, are confident in reading the material (Razak, 2021).

Reading skills that use implicit indicators involve grasping the meaning of written text by identifying the main sentence and supporting sentences within a paragraph. This meaning does not include activities such as finding words, finding time and/or place in the text, or finding names of people within the text (Pressley, 2006; Razak, 2000).

Descriptive texts are a group of factual narrative texts (Dalman, 2013). This means that the text contains paragraphs describing a fact through a core structure: general description, description of parts, and description of benefits. The number of supporting sentences in the general description structure is certain to determine the number of description sections, which is more than one. A general description involving three supporting sentences ensures that the descriptive text has three description sections (Razak, 2000).

METHOD

This study used a descriptive method. Balaka (2012) and Razak (2017) describe the descriptive method as a relatively simple research method, making it easy to implement, especially in learning outcomes research.

This study took place in the odd semester of the 2025/2026 academic year at SD Negeri 104607 Sei Rotan. This school is located on Jalan Pendidikan I Sei Rotan, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra, Indonesia. The population was fifth-grade students of SD Negeri 104607 Sei Rotan who took a pre-test on descriptive text reading skills, who took part in the descriptive text reading skills learning, and who took a post-test on descriptive text reading skills. There were 23 students.

This study used a total sample, meaning all members of the population were included in the sample.

Data on descriptive text reading skills were collected using a test instrument designed using objective and systematic procedures as described below.

First, the test format was determined. This article uses a four-option multiple-choice text. Second, the descriptive text scale was determined. This article uses a 3-4 scale, meaning descriptive texts have three supporting sentences in the general description and four supporting sentences in the three descriptive sections.

Second, we establish indicators for descriptive text reading skills. This article uses implicit indicators: a main sentence, two supporting sentences, a main idea, and two main ideas for each core element of the descriptive text.

Third, we determine the number and topics of descriptive texts. This article uses only one descriptive text on an educational topic.

Fourth, we write specifications for a descriptive text reading skills test. The test specifications are listed in the table below.

Table 1
 Specifications for the Descriptive Text Reading Skills Test

No.	Indicator	Item Test per Descriptive Text-1			Item Test per Descriptive Text-2			Total
		GD	PD-1	PD-2	GD	PD-1	PD-2	
1	Sentence Idea	1	7	13	19	25	31	6
2	Supporting Sentence-1	2	8	14	20	26	32	6
3	Supporting Sentence-2	3	9	15	21	27	33	6
4	Main Idea	4	10	16	22	28	34	6
5	Supporting Idea-1	5	11	17	23	29	35	6
6	Supporting Idea-2	6	12	18	24	30	36	6
7	Total	6	6	6	6	6	6	36

Each answer that matches the key is given a score of 1. Each answer that does not match the key is given a score of 0. Therefore, the maximum score is 24, while the minimum score is 0.

Learning procedure data was collected using non-test instruments, namely closed-ended observation guidelines. First, the observation guidelines for teachers contained learning activities for descriptive text reading skills using innovative strategies in specific teaching materials. Second, the observation guidelines for student activities during the lesson.

Data on the descriptive text reading skills learning procedures that implemented innovative strategies were analyzed by determining the match between the learning procedures in the lesson plan and the learning procedures taking place in the classroom. In addition, student activities during the lesson were also analyzed.

Pre-test and post-test data for descriptive text reading skills were analyzed using descriptive statistics. The descriptive statistical measures used were the mean, percentage, standard deviation, mode, minimum score, and maximum score using SPSS.

RESULTS

1. Learning Procedures for Descriptive Text Reading Skills Using Innovative Strategies

The learning procedure was divided into three main activities: the initial activity, the main activity, and the final activity, as presented below.

1.1 Initial Activities

Learning descriptive text reading skills using innovative strategies involves two initial activities. These activities are:

- 1) Students respond to the teacher's greeting when the teacher opens the teaching and learning activity.
- 2) Each student receives special teaching materials from the teacher.

1.2 Main Activities

Learning descriptive text reading skills using innovative strategies involves many main activities. The activities in question are:

- 1) The teacher facilitates students to freely express their answers to questions about sentences and ideas in the specific teaching materials.
- 2) The teacher facilitates students to practice answering multiple-choice questions on descriptive text reading skills in the teaching materials.
- 3) The teacher facilitates students to practice answering klotz text questions on descriptive text reading skills in the teaching materials.
- 4) The teacher facilitates students to copy in the blank spaces of the specific teaching materials about the meaning of descriptive texts.



- 5) The teacher facilitates students to copy in the blank spaces of the specific teaching materials about the structure and linguistic aspects of descriptive texts.
- 6) The teacher facilitates students to copy in the blank spaces of the specific teaching materials about paragraphs.
- 7) The teacher facilitates students to copy in the blank spaces of the specific teaching materials about the main sentence and supporting sentences in a paragraph.
- 8) The teacher facilitates students to copy in the blank spaces of the specific teaching materials about the main idea and supporting ideas in a paragraph.
- 9) The teacher facilitates students to copy in the blank spaces of the specific teaching materials about the similarities and differences between sentences and ideas.

1.3 Final Activities

Learning descriptive text reading skills using innovative strategies involves three final activities. The activities in question are:

- 1) Students listen to the teacher's statement expressing gratitude for their active participation in the teaching and learning process.
- 2) Students take a descriptive text reading skills test.
- 3) Students respond to the teacher's greeting when the teacher concludes the teaching and learning activity.

All of the learning procedures above align with the learning procedures contained in the lesson plan. In other words, learning descriptive text reading skills is in accordance with the lesson plan.

2. Learning Outcomes

Based on test results, the descriptive text reading skills of fifth-grade students at SD Negeri 104607 Sei Rokan are categorized as high. This is indicated by a mean of 25.87, equivalent to a standard mean of 80.84 percent. Complete

descriptive statistics for descriptive text reading skills are included in the table below.

Table 3
Frequency Distribution of Descriptive Text Reading Skills

Data	Frequency	Percent	Vaalue
24	3	13,04	
25	4	17,39	
26	11	47,83	
27	3	13,04	
28	2	8,70	
Total	23	100,00	
N			23
Mean			25,87
Percent			80,84
Category			high
Median			26,00
Mode			26
Std. Deviation			1,100
Variance			1,209
Range			4
Minimum			24
Maximum			28
Sum			595

DISCUSSION

Teaching descriptive text reading skills using innovative strategies in fifth-grade students at SD Negeri 104607 Sei Rotan utilizes specialized teaching materials. These specialized teaching materials incorporate descriptive text reading skills learning materials aligned with the components of the innovative strategy. These specialized teaching materials facilitate effective implementation. Various scientific articles highlight the importance of specialized teaching materials in learning, including (Yeni & Yuliandari, 2024; Harahap & Ningsih, 2024; Widiyani, 2024).

At the beginning of the core activity, students are asked to answer questions based on their own

understanding. The goal is to motivate them by providing them with opportunities to express their opinions. This condition aligns with the orientation phase of the constructivist approach, which is part of an innovative strategy in research. The use of a constructivist approach in learning is found in several online journal articles, including those by (Niswanti et al., 2023; Yamin & Faridah, 2023; Razak & Elmustian, 2024).

The next core activity in learning is the use of cloze text, which is part of a testing technique. Students are asked to fill in one word for each omitted field in the descriptive text. Online journal articles that use cloze text in learning include (Indariawan et al., 2022; Lipa & Karang, 2024; Satria & Suntoko, 2022).

This activity, which involves forcing students to read the learning material, involves copying the learning material. Harjasuajana & Damainanti (2013), Razak (2000), Darmayanti et al., (2023), and Dalman (2017) state that reading is an important activity for obtaining various information from written sources. This activity is based on the copying task technique, which is an important part of innovative strategies. Three scientific articles that use the copying task technique in learning were written by (Maryan Yusparizan, 2023; Pasmawati, 2023; Ahdiati, 2023).

The activity perceived as a test by students in learning using innovative strategies is the testing technique. This activity is indeed a strategy because students work diligently in the hope of achieving high scores. However, this activity is entirely a learning technique. During the test, students are facilitated by teachers to find answers that match the key. Online journal articles that use testing techniques in learning include (Elmustian & Nushasni, 2026; Sari, 2023; Asriani & Farokhah, 2026).

Students are also facilitated individually by teachers to understand the learning material through special teaching materials. This is done for students who struggle with classroom learning (Fauzan et al., 2022). Online journal articles that

implement individual learning include (Syahriani, 2023; Mondolalo & Mulyadi, 2023; Maryani & Yusparizan, 2023).

CONCLUSION

First, the learning activities for descriptive text reading skills using innovative strategies in fifth-grade students at SD Negeri 104607 Sei. Rotan align with the learning activities in the lesson plan. The initial activities consist of two activities, nine core activities, and three closing activities. Second, the descriptive text reading skills of fifth-grade students at SD Negeri 104607 Sei. Rotan are in the high category. These are the two conclusions of the study.

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