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IMPLEMENTATION OF LEARNING STATIONS TO ENHANCE READING COMPREHENSION SKILLS

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Abstract : *This study examines the implementation of Learning Station strategy for enhancing students' reading comprehension abilities, with particular focus on identifying main ideas and drawing conclusions from texts. The research employed a classroom action research design involving 33 eleventh-grade vocational high school students in Karawang. Data collection utilized diagnostic tests, classroom observations, and questionnaires. Findings demonstrated a significant transformation in students' reading comprehension levels following the Learning Station intervention. The proportion of students at the literal comprehension level decreased markedly from 27% to 3%, while those achieving the evaluative level increased from 16% to 70%. The Learning Station approach effectively facilitated students' progression through Westwood's reading comprehension hierarchy, enabling them to develop critical thinking skills in analyzing hortatory exposition texts. This research contributes to the literature on effective reading instruction strategies and provides practical insights for educators facing challenges in developing students' reading comprehension abilities.*

Keywords: *Learning station, reading comprehension, hortatory exposition, classroom action research, literacy*

Abstrak : Penelitian ini bertujuan untuk menginvestigasi penerapan strategi Learning Station dalam meningkatkan kemampuan membaca pemahaman siswa, khususnya dalam mengidentifikasi ide pokok dan menarik kesimpulan dari teks. Menggunakan desain penelitian tindakan kelas, penelitian ini melibatkan 33 siswa kelas XI SMK di Karawang. Penelitian menggunakan tes diagnostik, observasi kelas, dan kuesioner untuk mengumpulkan data. Temuan menunjukkan pergeseran signifikan dalam tingkat pemahaman membaca siswa setelah intervensi Learning Station. Persentase siswa pada level literal menurun drastis dari 27% menjadi 3%, sementara mereka yang mencapai level evaluatif meningkat dari 16% menjadi 70%. Pendekatan Learning Station berhasil memfasilitasi perkembangan siswa melalui hierarki pemahaman membaca Westwood, memungkinkan mereka mengembangkan keterampilan berpikir kritis dalam menganalisis teks hortatory exposition. Penelitian ini berkontribusi pada literatur tentang strategi pengajaran membaca yang efektif dan menawarkan wawasan praktis bagi guru yang menghadapi tantangan dalam mengembangkan kemampuan membaca pemahaman siswa.

Kata kunci: Stasiun belajar, membaca pemahaman, hortatory exposition, penelitian tindakan kelas, literasi

1. INTRODUCTION

Reading comprehension represents an essential skill that high school and vocational school students must master. However, many teachers face significant challenges in developing this ability, particularly regarding students' difficulties in identifying main ideas and drawing conclusions from texts. Based on classroom observations, students often comprehend explicitly stated information without grasping the central ideas or formulating conclusions from the texts they read. This situation is exacerbated by the limited use of learning strategies that directly guide students in discovering main ideas and summarizing content.

The issue of inadequate reading comprehension is also reflected in the results of the most recent Programme for International Student Assessment (PISA) 2022, released in 2023. This

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data indicates that Indonesian students' reading literacy skills remain significantly below the OECD member countries' average, with a score of 359 compared to the OECD average of 476. Indonesia ranked 7th from the bottom among 81 participating countries (OECD, 2023). Further analysis shows that Indonesian students' ability to identify main ideas and make inferences from reading texts constitute two of the weakest areas.

According to Westwood (2018), there are three levels of reading comprehension: literal, inferential, and evaluative. Each level focuses on the interaction between reader and text, and the type of information processed by the reader. These levels help evaluate reading comprehension by providing questions (Leu & Kinzer, 1999; Rupley & Blair, 1983, as cited in Barasaba, 2012). Research conducted at SMKN 1 Bangkinang revealed that eleventh-grade students experience difficulties comprehending long sentences and texts, have limited vocabulary, and demonstrate weak grammar mastery and background knowledge. The main identified challenges involve understanding main ideas and drawing conclusions, where students struggle to comprehend texts holistically and frequently fail to identify core information presented by authors (Rianti et al., 2023). Another study at SMK Swasta Pancadharma Padangsidimpuan found that 71% of students could not answer questions about supporting ideas, while 31% had difficulty identifying main ideas, which affected their ability to formulate conclusions from texts (Hapni Pulungan et al., 2023). These findings align with research at the high school level showing that 52% of students experience vocabulary issues and 43.2% struggle with background knowledge when reading English texts. This impacts their ability to understand content, identify main ideas, and draw conclusions from readings (Khalif Rizqon et al., 2021).

The challenges described above necessitate innovation in learning strategies that can actively and systematically guide students to improve reading comprehension skills, particularly in determining main ideas and drawing conclusions. One promising strategy is the Learning Station approach, where students can learn collaboratively, actively, and independently through various activities designed to gradually develop reading comprehension skills with a focus on identifying main ideas and formulating conclusions.

Learning stations represent an activity-based learning strategy that allows students to move through a series of different yet connected learning activities within a single learning topic (Tomlinson, 2017; Ragam Info, 2024). According to Denig (2019), this strategy accommodates diverse learning styles and multiple intelligences, thereby providing a more personalized and meaningful learning experience.

In the context of reading instruction, learning station strategies have proven effective in enhancing students' literacy skills. Research conducted by Ogude and Chukweggu (2019) demonstrated that implementing the Station Rotation Model (SRM) positively influenced students' reading comprehension compared to traditional methods such as lectures. Their findings indicated that students taught using the Station Rotation Model tended to achieve higher average scores in reading comprehension assessments. This research also reported more significant improvement in post-test performance after implementing the Station Rotation learning model (Ogude & Chukweggu, 2019).

Despite its proven effectiveness, the implementation of Learning Stations in Indonesian educational contexts remains uncommon, especially for enhancing literal, inferential, and evaluative comprehension levels. Therefore, research on "Implementing Learning Stations to Enhance Reading Comprehension Skills" is highly relevant as a solution to challenges faced by teachers and students in secondary schools, while simultaneously representing a concrete effort to improve Indonesian students' reading literacy quality in accordance with curriculum demands and international evaluation standards like PISA.

2. METHOD

Research Design

This study employed a classroom action research (CAR) design based on three rationales: (1) the issue addressed is limited to the classroom context (Kemmis et al., 2013), (2) relevance to teacher challenges, and (3) the researcher's role as an English teacher implementing the Learning Station strategy. The research adopted Kemmis and McTaggart's (2014) spiral cycle model consisting of planning, action, observation, and reflection. This study was conducted in one cycle to address the learning problem.

Research Participants

The research was conducted during the second semester of the academic year with 33 eleventh-grade students from a vocational high school in Karawang. Based on diagnostic test results, 84% of students were classified at Literal and Inferential comprehension abilities. Initial observations indicated students experienced difficulties with English, particularly limited vocabulary understanding and weak grammar proficiency.

Research Procedure

The research procedure followed four stages:

1. Planning: conducting initial observations through teacher interviews, observing learning activities, administering diagnostic tests, and developing lesson plans and teaching materials.
2. Action: implementing the Learning Station strategy in classroom instruction.

3. Observation: monitoring student activities and responses through field notes and checklists.
4. Reflection: evaluating observation results and formative tests to identify unresolved issues as a basis for planning subsequent cycles.

Data Collection Techniques

Data were collected using three instruments:

1. Student Task Documents: diagnostic and formative tests consisting of Hortatory Exposition texts with 10 questions measuring reading comprehension at literal, inferential, and evaluative levels. These task documents provided authentic data about students' initial abilities and development after the Learning Station intervention.
2. Observation: field notes documenting all classroom activities during Learning Station implementation.
3. Questionnaire: to investigate students' perceptions regarding reading comprehension improvement through the Learning Station strategy.

3. RESEARCH FINDINGS

Shift from Literal Comprehension to Higher Levels

Diagnostic test data indicated that most students (84%) were at the literal and inferential comprehension levels, with a predominance at the inferential level (57%). Only a small percentage of students (16%) achieved the evaluative level. Following the Learning Station intervention, a meaningful shift in comprehension patterns occurred. The results in Figure 1 show that the proportion of students at the literal level decreased dramatically from 27% to just 3%, while the percentage of students reaching the evaluative level increased significantly from 16% to 70%.

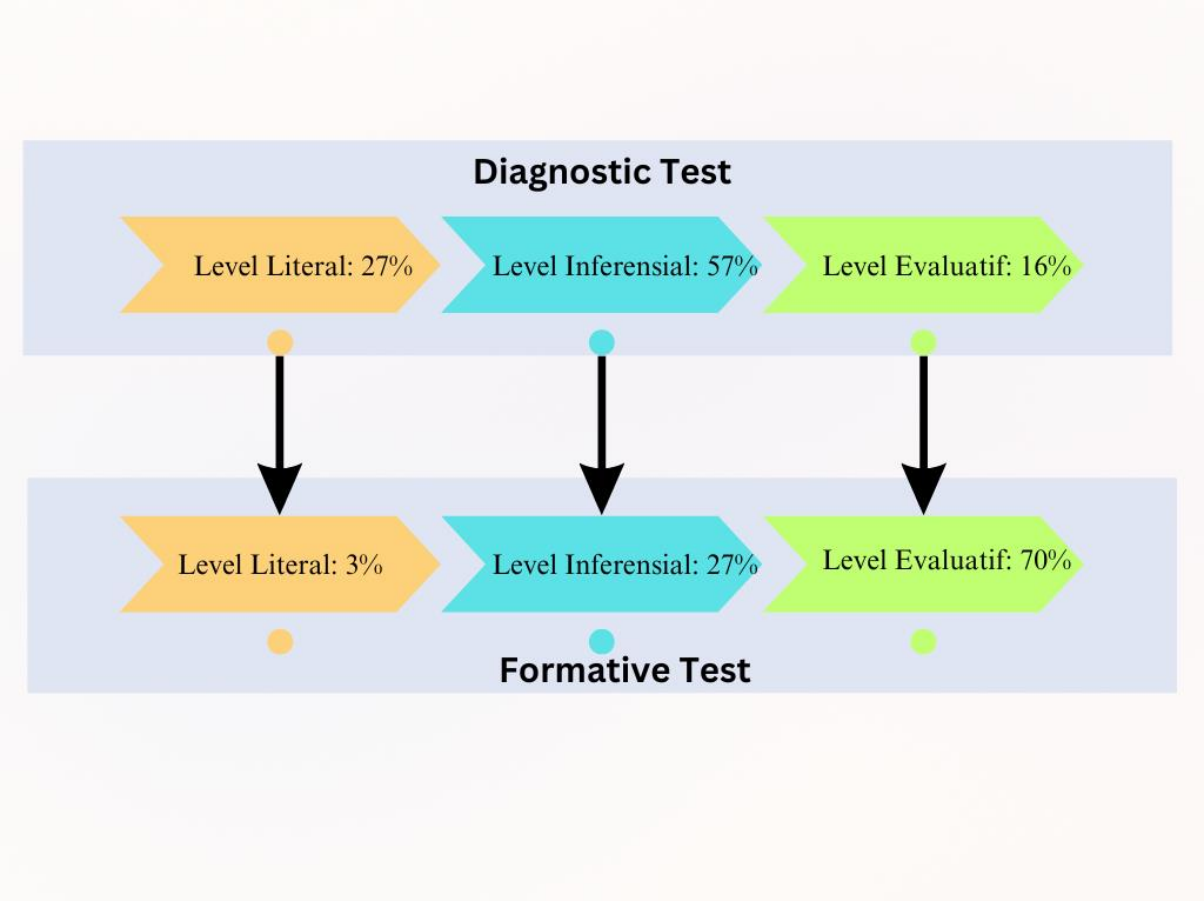

FIGURE 1. Results of Diagnostic and Formative Tests for Reading Comprehension

This aligns with Bloom's revised cognitive development theory by Anderson and Krathwohl (2018), which positions literal comprehension as a foundational skill, while inferential and evaluative abilities represent higher levels in the learning taxonomy. The Learning Station approach, with its structured yet flexible approach, successfully facilitated the transition from literal to inferential comprehension and from inferential to evaluative comprehension, as described by Westwood (2018).

This occurred because Learning Stations follow Westwood's reading comprehension hierarchy principles, where students first develop the ability to understand explicit information (literal), then are gradually trained to draw conclusions from implicit information (inferential), and finally can analyze and critically evaluate reading content (evaluative). Through structured activities at each learning station, students gain repeated opportunities to practice and master each comprehension level with appropriate support, enabling more comprehensive and in-depth reading comprehension skill development.

In accordance with scaffolding principles articulated by Wood et al. (2018), the Learning Station strategy provides a graduated support framework that enables students to build understanding at higher levels. Recent research by Yunus and Abdul Aziz (2022)

confirms that such a graduated approach is highly effective for developing complex reading comprehension skills, especially for EFL (English as Foreign Language) students.

Implementation of Structured Learning Stations

Literal Station

At the literal station, students engaged in a series of activities focused on understanding explicit information in hortatory texts. Students were guided to identify factual information such as characters, settings, times, and event details directly mentioned in the text. For hortatory texts with themes of "Recycle," "Saving Our Earth," and "Screen Time," activities included:

Identifying key words and important phrases appearing in the text

- Recording main facts presented by the author to support arguments
- Creating simple concept maps about explicit information found
- Answering "5W+1H" questions (What, Who, When, Where, Why, How) based on information explicitly stated in the text

These activities provided an essential foundation of basic understanding before students moved to more complex comprehension levels, in accordance with Westwood's (2018) reading comprehension hierarchy. This approach aligns with findings by Grabe and Stoller (2020) emphasizing the importance of literal comprehension as a prerequisite for developing higher-level reading skills.

Inferential Station

At the inferential station, learning activities were designed to develop the ability to draw conclusions from implicit information in hortatory texts. At this stage, students began analyzing relationships between pieces of information and identifying implied messages from the author. For the three text themes, activities included:

- Analyzing the author's arguments and identifying underlying assumptions
- Identifying cause-effect relationships not explicitly mentioned
- Interpreting the author's purpose and intent in presenting certain arguments
- Connecting information in the text with students' existing knowledge
- Discussing in small groups to build collective understanding about implicit meanings in the text

Research results showed that through these activities, students in the Screen Time Group such as Deliya Dewi Astuti and Indah Rahayu successfully improved their abilities from literal to inferential level, demonstrating the effectiveness of the collaborative approach in the learning process. These findings align with Vygotsky's social-constructivist learning theory elaborated by Daniels (2018), which emphasizes that learning occurs through social interaction and collaboration within the zone of proximal development (ZPD).

Evaluative Station

At the evaluative station, learning activities were designed to develop higher-order critical thinking skills in analyzing and evaluating hortatory texts. Students were encouraged to assess the quality and relevance of arguments, develop critical attitudes toward information, and formulate personal perspectives. For texts with "Recycle," "Saving Our Earth," and "Screen Time" themes, activities included:

- Evaluating strengths and weaknesses of the author's arguments
- Analyzing persuasive techniques used in hortatory texts
- Developing alternative solutions to problems discussed in the text
- Comparing the author's position with other perspectives
- Designing mini-campaigns or projects based on issues discussed in the text
- Composing critical reflections on the implications of the author's arguments

Research data revealed a dramatic transformation in the Saving Our Earth Group, where all group members achieved the evaluative level after intervention. This demonstrates the effectiveness of the evaluative station in developing higher-level reading comprehension, aligned with Vygotsky's (1978) Zone of Proximal Development (ZPD) concept emphasizing the importance of scaffolding in learning. According to Facione (2021), such evaluative abilities represent an important aspect of critical literacy needed in today's information era.

This graduated approach through three stations enables students to build reading comprehension comprehensively, from basic levels to critical analysis abilities, in accordance with social constructivism principles and student-centered learning (Weimer, 2019). The success of this research provides empirical evidence regarding the effectiveness of Learning Stations in enhancing students' reading comprehension of hortatory texts.

Learning Dynamics in Groups through Learning Station Implementation

(Deeper analysis of three learning groups—Recycle Group, Saving Our Earth Group, and Screen Time Group—revealed different yet consistently positive learning patterns).

The Recycle Group demonstrated even skill transition where students like Dahlan Ardhiyanto successfully moved from literal to inferential level, while students like Irfira Febi Efrina and Nur Anisa achieved the inferential level. Overall, this group showed significant development with some members reaching the evaluative level. This aligns with findings from Boardman et al. (2023) indicating that structured small- group reading interventions can facilitate gradual development in comprehending expository texts.

The Saving Our Earth Group exhibited the most dramatic transformation. All group members initially at literal (Fayza Rihhadatul Aisy, Syahwa Suci Rahmadani, and Hana Maysa) and inferential levels (Aprilliya Andini, Elisya Darmawati, and others) successfully achieved the evaluative level after intervention. This demonstrates the effectiveness of the collaborative approach in Learning Stations, aligning with Vygotsky's (1978) Zone of Proximal Development (ZPD) concept emphasizing the importance of scaffolding in learning. This

phenomenon also reflects what Johnson and Johnson (2017) term the "group facilitative effect," where positive group dynamics can significantly enhance individual learning achievement.

The Screen Time Group showed consistent improvement patterns where no students remained at the literal level after intervention. Students like Deliya Dewi Astuti and Indah Rahayu successfully advanced to the inferential level, while most group members reached the evaluative level. This dynamic reflects social constructivist theory emphasizing that learning occurs through social interaction and collaboration (Palincsar, 2018). According to recent research by Liu and Wang (2022), themes like "Screen Time" that relate to students' daily lives can enhance engagement and facilitate deeper understanding, especially when integrated with collaborative learning approaches.

The varied improvement in reading comprehension abilities among the three groups demonstrates that Learning Stations facilitate learning differentiation. This approach allows students to learn at levels appropriate to their abilities, develop their understanding gradually, and ultimately achieve higher comprehension levels. This differentiation aligns with student-centered learning concepts articulated by Weimer (2019), emphasizing the importance of adapting instruction to students' individual needs and abilities.

Additionally, learning through Learning Stations promotes student autonomy as conceptualized by Holec (2016). In this approach, students are given responsibility for managing their own learning, collaborating with other group members, and developing strategies for understanding texts at more complex levels. Research results show that students successfully developed this autonomy, reflected in their ability to transition from literal to evaluative comprehension. These findings align with recent research by Zhang and Li (2023) showing that learning environments promoting learner autonomy can accelerate the development of metacognitive skills crucial for reading comprehension. Furthermore, as demonstrated by Rivera et al. (2021), increased evaluative abilities indicate critical literacy development, which represents an essential skill in today's digital era.

TABLE 1. Comparison of Students' Comprehension Levels by Learning Group

Group	Comprehension Level Before Intervention	Comprehension Level After Intervention	Improvement (%)
Recycle	Literal (33%), Inferential (55%), Evaluative (12%)	Literal (0%), Inferential (36%), Evaluative (64%)	+52% (Evaluative)
Saving our Earth	Literal (27%), Inferential (64%), Evaluative (9%)	Literal (0%), Inferential (0%), Evaluative (100%)	+91% (Evaluative)
Screen Time	Literal (21%), Inferential (58%), Evaluative (21%)	Literal (8%), Inferential (25%), Evaluative (67%)	+46% (Evaluative)

Table 1 shows that all groups experienced significant increases in the proportion of students reaching the evaluative level, with the Saving Our Earth Group showing the most

dramatic improvement. These data strengthen the argument that the Learning Station strategy effectively develops higher-level reading comprehension abilities across students with varying initial ability levels.

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Student Responses to Learning Station Implementation

To obtain a comprehensive picture of the Learning Station strategy's effectiveness, this research also collected data on student responses through questionnaires distributed after the intervention. Analysis of questionnaire data showed very positive responses to Learning Station implementation in reading comprehension instruction.

TABLE 2. Student Responses to Learning Station Implementation

Evaluated Aspect	Strongly Agree	Agree	Somewhat Agree	Disagree
Learning Station strategy makes learning more engaging	78.8%	18.2%	3.0%	0%
Literal Station helps understand explicit information in texts	63.6%	33.3%	3.0%	0%
Inferential Station helps draw conclusions from implicit information	60.6%	30.3%	9.1%	0%
Evaluative Station helps develop critical thinking abilities	72.7%	24.2%	3.0%	0%
Rotation between stations makes learning more active and engaging	84.8%	12.1%	3.0%	0%
Group work at each station aids comprehension	75.8%	21.2%	3.0%	0%
I can more easily identify main ideas after participating in Learning Stations	69.7%	24.2%	6.1%	0%
I can more easily draw conclusions from texts after participating in Learning Stations	72.7%	21.2%	6.1%	0%

Data in Table 2 indicates that most students responded positively to Learning Station implementation. Approximately 78.8% of students strongly agreed that this strategy made learning more engaging, and 84.8% strongly agreed that rotation between stations made learning more active and less monotonous. Additionally, 72.7% strongly agreed that the Evaluative Station helped develop critical thinking skills, which aligns with the significant increase in students reaching the evaluative level after intervention.

Open-ended student responses also revealed interesting findings. A student from the Saving Our Earth Group, Aprilliya Andini, stated,

"Learning Stations helped me understand texts in a more structured way. I could learn step by step from basic information to thinking about solutions for problems discussed in the text."

Meanwhile, Dahlan Ardhiyanto from the Recycle Group said,

"I enjoyed moving from one station to another. This kept me from getting bored and helped me focus better at each stage of text comprehension."

These findings align with research by Masadeh and Al-Omari (2023), which highlights the importance of creating active and engaging learning environments to enhance student motivation and achievement in language learning. Furthermore, positive responses to the collaborative aspect of Learning Stations affirm Wass and Golding's (2019) ideas about the importance of group discussion in developing metacognitive abilities necessary for higher-level reading comprehension.

Discussion

Effectiveness of Learning Stations in Enhancing Reading Comprehension

This research's findings demonstrate the effectiveness of the Learning Station strategy in developing students' reading comprehension abilities, particularly in facilitating transition from literal comprehension to higher levels. This success can be explained through several theoretical perspectives.

First, the graduated approach applied in Learning Stations aligns with Vygotsky's scaffolding theory further developed by Wood et al. (2018). This strategy provides structured support enabling students to gradually develop their understanding from basic (literal) to more complex (evaluative) levels. As stated by Van de Pol et al. (2021), effective scaffolding involves a "gradual release of responsibility," which is well-facilitated through the three-station structure in this research.

Second, physical movement between stations characteristic of Learning Stations provides additional stimulation supporting cognitive processes. This aligns with the embodied cognition concept articulated by Shapiro (2017), which states that physical activity can enhance cognitive function and learning.

Movement between stations provides cognitive breaks and activity variation that prevents boredom and increases student engagement, as observed in field notes during the research. These findings are consistent with research by Masadeh and Al-Omari (2023) showing that active learning approaches significantly enhance motivation and achievement in language learning.

Third, the collaborative aspect of Learning Stations strengthens learning in accordance with social constructivism principles. Interaction among students at each station enables peer scaffolding and cognitive modeling, two strategies proven effective in developing higher-order thinking skills. As found by Wass and Golding (2019), group discussion facilitates thought articulation, which is important for developing metacognitive abilities required in higher-level reading comprehension.

Fourth, the Learning Station structure accommodating learning differentiation allows students to learn at levels appropriate to their abilities. Tomlinson (2017) affirms that effective differentiation occurs when teachers adjust learning content, process, and products based on student readiness, interests, and learning profiles. In this research, different learning stations allowed students to develop at their own pace while still being encouraged to achieve higher comprehension levels. This approach proved highly effective for students with varying initial abilities, as demonstrated by the even improvement across groups.

Pedagogical Implications

This research's findings have several important pedagogical implications for reading comprehension instruction practices.

First, the results affirm the importance of developing reading comprehension abilities gradually and systematically, from literal to evaluative levels. Teachers need to design learning activities specifically targeting each comprehension level, ensuring students have strong foundations at lower levels before advancing to higher levels. According to Westwood's (2018) theory, literal comprehension forms the basis for developing inferential ability, which in turn serves as the foundation for evaluative ability. Therefore, teachers must ensure students master explicit information recognition skills before they are expected to draw conclusions or evaluate texts.

Second, the Learning Station strategy offers a flexible and adaptive framework for developing reading comprehension abilities. This learning model can be adapted to various learning contexts, text types, and student ability levels. As demonstrated by this research, Learning Stations can be effectively implemented for hortatory exposition texts, but this framework can also be adapted for other text types such as narrative, descriptive, or argumentative. Teachers can modify activities at each station according to text characteristics and desired learning objectives.

Third, the collaborative aspect of Learning Stations affirms the importance of social interaction in language learning. In accordance with social constructivism principles (Palincsar, 2018), learning occurs through interaction and meaning negotiation with others. In reading

comprehension instruction contexts, teachers need to create more opportunities for students to discuss their text interpretations, exchange ideas, and build shared understanding. This not only enhances text comprehension but also develops students' communication and critical thinking skills.

Fourth, differentiation facilitated through Learning Stations reminds teachers about the importance of valuing and accommodating student diversity. As articulated by Tomlinson (2017), students differ in terms of readiness, interests, and learning profiles. Different learning stations allow students to work at levels appropriate to their abilities while still being encouraged to develop and achieve higher levels. Such an approach creates an inclusive and supportive learning environment where every student feels valued and supported.

Fifth, physical rotation between stations provides variation and dynamics in language learning that is often static. This aligns with Universal Design for Learning principles (Meyer et al., 2022) emphasizing the importance of providing various ways for students to engage with learning materials. Physical movement not only prevents boredom but also accommodates students with diverse learning styles and preferences. Teachers might consider integrating more activities involving movement in language learning, even beyond the Learning Station context.

4. CONCLUSION AND RECOMMENDATIONS

Conclusion

This research aimed to investigate the effectiveness of the Learning Station strategy in enhancing students' reading comprehension abilities, particularly in identifying main ideas and drawing conclusions from texts. Results indicate that Learning Station implementation significantly improved students' reading comprehension abilities, with a dramatic shift from literal to evaluative levels.

Key findings include: (1) dramatic decrease in the percentage of students at the literal level from 27% to just 3%, (2) significant increase in students achieving the evaluative level from 16% to 70%, (3) most dramatic transformation occurred in the Saving Our Earth Group with 100% of group members reaching the evaluative level after intervention, and (4) very positive response from students to Learning Station implementation with 78.8% strongly agreeing that this strategy made learning more engaging.

The success of Learning Stations in enhancing reading comprehension abilities can be explained through several factors: (1) graduated approach aligning with scaffolding theory, (2) physical movement between stations providing additional cognitive stimulation, (3) collaborative aspects strengthening learning in accordance with social constructivism principles, and (4) structure facilitating learning differentiation.

This research contributes to the literature on reading instruction strategies by providing empirical evidence about Learning Station effectiveness in Indonesian English language learning contexts. These findings offer valuable insights for teachers facing challenges in developing students' reading comprehension abilities, particularly in identifying main ideas and drawing conclusions from readings.

Recommendations

Based on research findings, several recommendations can be proposed for learning practices and further research:

Practical Recommendations for Teachers

Teachers should implement Learning Stations as an alternative strategy for developing students' reading comprehension abilities, particularly in hortatory exposition text instruction, while designing activities that specifically target each comprehension level (literal, inferential, evaluative) and ensuring students have strong foundations at lower levels before advancing to higher ones; furthermore, they should integrate collaborative aspects in reading instruction by providing more opportunities for students to discuss their interpretations and build shared understanding, accommodate student diversity through learning differentiation by adjusting content, process, and learning products based on student readiness, interests, and learning profiles, and consider incorporating more movement-based activities in language learning to prevent boredom and accommodate various learning styles.

Recommendations for Further Research

Based on these research findings, it is recommended to conduct experimental studies comparing the effectiveness of Learning Stations with other learning strategies in enhancing reading comprehension, explore Learning Station implementation for various text types and other language skills, investigate long-term impacts through longitudinal studies, develop Learning Station models integrated with digital technology, and research factors influencing effectiveness such as group size and duration at each station, all of which are expected to contribute to the development of more effective reading comprehension teaching practices and the overall improvement of Indonesian students' reading literacy.

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