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**STUDENTS' PREDICTION PATTERNS THROUGH PRDR (PREDICTION-READING-DISCUSSION-REFLECTION) STRATEGY BASED ON CULTURAL WISDOM IN CRITICAL READING LEARNING**

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**ABSTRACT**

This study aims to reveal the prediction patterns of PBSI FKIP Universitas Nias Raya students on short stories through the PRDR Strategy (*Prediction-Reading-Discussion-Reflection*), based on Cultural Wisdom in learning critical reading. This research uses a qualitative, descriptive approach. The results showed that students' prediction patterns when reading stories were organized based on cultural schemata and traditions, conflicts, characters, elements of struggle, and moral messages. In addition, students still use the phrase "in/in/there is a village" in starting a series of stories.

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**INTRODUCTION**

Reading skills do not focus only on literal comprehension but also on deep, critical understanding of a text. Critical reading requires *higher-order thinking skills*. According to Zalukhu and Ziraluo (2018), higher-order thinking skills encourage a person to understand information, engage in quality thinking, and ultimately achieve quality outcomes. High-level thinking includes analyzing, synthesizing, and evaluating activities. Readers not only

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understand the text literally, but also assess the arguments and evidence presented. This is relevant to the learning objectives at the tertiary level, especially for Indonesian Language and Literature Education (PBSI) students, who are expected to understand texts deeply and critically.

However, based on the results of the needs analysis conducted on PBSI students at FKIP Universitas Nias Raya from October 19 to 22, 2024, through interviews, several problems were identified that hinder the development of comprehensive reading skills. Respondents in this preliminary study were students of the Indonesian Language and Literature Education study program at FETT Universitas Nias Raya, spanning several semester levels in the 2024/2025 Academic Year, who had passed Semester II courses in accordance with the applicable curriculum. The sample for data collection consisted of 27 people, with 17 in semester III, 9 in semester V, and 1 in semester IX.

One of the main findings from the needs analysis report is that the learning method used in the Comprehensive Reading course is still dominated by the lecture method, which is less interactive. Students feel less involved in the learning process, leading to a passive, tense classroom atmosphere. As a result, students' ability to think critically about the text they read is not optimally developed. In addition, the use of technology in learning remains very limited, even though students have access to devices such as *smartphones* that can serve as learning tools.

Students' ability to read is closely related to their schemata. Nunan in Murni and Suryadi (2022) explains that a schema, or schemata, is knowledge that exists in a person's mind and is organized into related patterns. Knowledge is built on previous experiences. This means that when readers process text, they integrate new information into their existing schemata. The more experience a person has, the more refined his or her schemata become.

In Piaget's theory, a person's schemata can be utilized to understand the text before the reading event is carried out by providing analogies to make comparisons, using examples, and utilizing visual images that are closely related to the reading that students

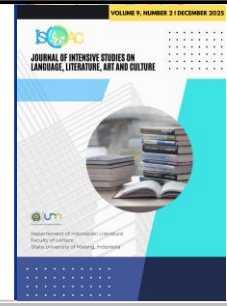
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will read (Indrawati, Nurbaya et al., 2018). Therefore, there is no doubt that schemata are an essential part of language teaching, especially in reading. Whether or not someone understands is influenced by the schemata they have. Adequate schemata will help readers understand and criticize something.

For this reason, it is important to find a strategy that utilizes schemata to sharpen readers' critical understanding. The *PRDR* (*Prediction-Reading-Discussion-Reflection*) Learning Strategy, grounded in cultural wisdom, is seen as a solution. This strategy combines the *Direct Reading Thinking Activity* method, image media, and gamification, and selected story materials grounded in cultural wisdom. *PRDR* is a strategy that involves students in active thinking during the reading process. Students are invited to predict, verify hypotheses, and analyze texts more deeply. This method requires full student involvement to make learning more dynamic and interactive (Stauffer, 1970). One unique aspect of this strategy is the prediction stage in the learning process.

Prediction pattern is the reader's ability to foresee or estimate the content of the text that is being or will be read. This pattern occurs actively when the reader 1) uses initial information such as the title, subtitle, image, or first sentence to predict the content of the text; 2) utilizes schemata with existing knowledge and estimates the direction of the text based on familiar patterns; and 3) performs inference, namely making conclusions or predictions based on clues in the text. In the prediction activity, students are presented with several pictures relevant to the story. In addition, the images presented are closely related to local cultural wisdom, leading readers to the cultural schemata they know and to an appreciation of cultural values.

This strategy becomes more effective and relevant to current conditions because it aligns with the needs of the digital generation, which requires integrating technology into learning. One relevant and interactive platform is *Kahoot!*, a quiz-based learning application that uses gamification elements to encourage student engagement. *Kahoot!* Allows students to participate in interactive quizzes that directly test their understanding of the text. With the help of *Kahoot!* With Gamification media, students can actively

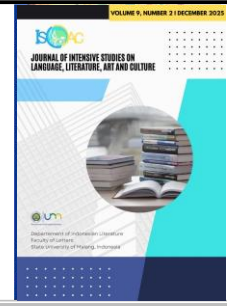
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participate, provide answers in *real time*, and receive direct feedback from lecturers. The use of *Kahoot!* in DRTA-based comprehensive reading instruction is expected to increase students' involvement in the learning process, improve their critical thinking by analyzing and evaluating texts more deeply, and provide interactive, engaging learning media, thereby reducing classroom tension and fostering a conducive learning atmosphere. Plump and LaRosa (2017) demonstrated that this platform can enhance students' understanding of complex material through gamification elements that foster healthy competition and active engagement.

This study aims to reveal the prediction patterns of PBSI FKIP Universitas Nias Raya students towards stories through the *PRDR* Strategy (*Prediction-Reading-Discussion-Reflection*), based on Cultural Wisdom in critical reading learning.

## METHOD

This research uses a qualitative, descriptive approach. The subjects of this research were students of the Indonesian Language and Literature Education (PBSI) Study Program, Faculty of Teacher Training and Education (FKIP), Universitas Nias Raya, who were spread across several levels in the 2024/2025 Academic Year. The students involved in this study are students who have registered and completed the Comprehensive Reading course in semester II according to the applicable curriculum. The research subjects will be selected *purposively* based on criteria relevant to the research objectives. The data for this research are primary data, obtained directly from the main source. The research instruments used in this research are tests, observation sheets, and interview sheets.

Data collection in this study was carried out through the techniques of 1) observation (direct observation during the learning process to record student interactions, participation, and group dynamics); 2) interviews with students after the learning strategy was applied to get views on the effectiveness of the Cultural Wisdom-Based *PRDR* strategy; and 3) tests given after applying the Cultural Wisdom-Based *PRDR* strategy to determine the prediction patterns and critical comprehensive reading skills of

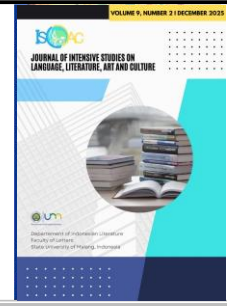
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students.

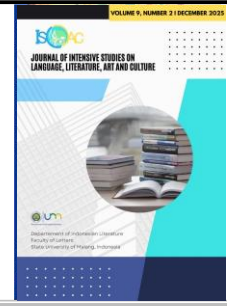
Data were analyzed using the Spradley Technique with stages 1) data identification, 2) data reduction, 3) data classification, 4) coding and categorization, 5) data interpretation and unitization, 6) data triangulation, 7) preparation of findings, 8) discussion, 9) drawing meaning, and 10) concluding.

## FINDINGS AND DISCUSSION

This study aims to reveal the prediction patterns of PBSI FKIP Universitas Nias Raya students towards stories through the *PRDR* Strategy (*Prediction-Reading-Discussion-Reflection*), based on Cultural Wisdom in critical reading learning. This research uses a qualitative, descriptive approach. The steps taken to collect data are 1) selecting and determining story materials. The chosen story material is culturally wisdom-based to stimulate readers' (students') sensitivity and help them predict the story's setting and even plot. The story material used was a long story (cerpen) set in South Nias culture, entitled "The True Swordsman of Bukit Matahari," by Salsa Putri Sadzwana. 2 and 2 were prepared to help students predict the story. There were eight pictures used to stimulate students' predictive power and imagination; 3) prepared prediction essay questions to find out students' prediction patterns before reading the story. In addition, quiz questions were also provided through the gamification platform, *Kahoot!* The quiz questions were arranged as many as ten items to find out the picture of their knowledge after the learning was completed; 4) implementing the Cultural Wisdom-Based *PRDR* strategy in the classroom; 5) based on the collected student work, the researcher conducted initial coding before conducting in-depth analysis; 6) conducting interviews to find out the picture of their experience in reading.

## Findings

Data were analyzed using Spradley's technique with stages 1) data identification (sorting out data relevant to the research focus, such as narratives, cultural values, and the



reality of value application); 2) data reduction (simplifying data without losing meaning and categorizing data according to the research focus); 3) data classification (grouping data according to the research focus); 4) coding and categorization (after initial coding, more detailed coding was carried out to identify central themes and then group the coded data into broader categories according to the research focus); 5) data interpretation and unitization (analyzing the content of the written stories, reviewing each story, analyzing the predictive patterns in the stories, connecting the data with the socio-cultural context); 6) data triangulation (carried out using time and technique/method triangulation; 7) compilation of findings (the main themes resulting from the analysis are arranged in such a way based on the research focus); 8) discussion/discussion (describing and discussing the findings); 9) drawing meaning; and 10) drawing conclusions.

Based on the research, of the 9 data points (students), 2 plagiarized the story-prediction pattern from *Google*. This can be seen in the character names that are exactly in the story material, along with the plot, while the story is still not presented at the prediction stage. In addition, the phrase "In a village...." is still predominantly used by students to start the story.

In general, students' prediction patterns formed after looking at the pictures and before reading the actual story are as follows.

### **Local Tradition Context Assumptions**

Based on the stories' predictions, the students predicted that the stories were related to local traditions or culture, especially given the title "Bukit Matahari". "Bukit Matahari" is the name of the village of Bawomataluo in South Nias Regency, North Sumatra province, located in the hills. In addition, in the picture, a man wearing traditional clothes successfully jumps over stacked stones. This, of course, further strengthens students' predictions about the cultural setting of South Nias. This area is indeed famous for the tradition of stone jumping (*fahombo*), attracting local, domestic, and foreign tourists and even being designated as one of the Tourism Villages in Indonesia. In another picture,

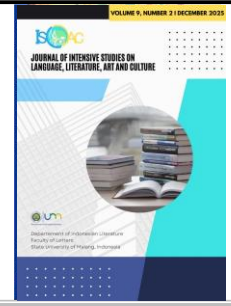
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students also saw many stone stairs. This picture also convinces students that the story takes place in Bawomataluo village because to reach it, people have to climb dozens of stairs.

The word *Pendekar* can also be associated with heroic culture or traditional physical training. In the past, according to elders, village youths who successfully jumped over the two-meter-high stacked stones were considered young adults capable of defending and protecting their village from enemy attacks. For this reason, every boy in the area has been taught how to jump over the stone.

## Story Theme

From the general language and narrative patterns in the title and the theme of the *true warrior*, students tend to predict a theme of struggle, heroism, or sacrifice in challenging situations.

## Main Character

Students might predict that the main character is a young man or boy who embarks on a journey or undergoes training to become a *true warrior*. This is supported by the word "pendekar," which usually refers to a male figure in traditional culture.

## Main Conflict

The predicted conflict of the story varies, as described below.

- 1) Physical challenges, such as jumping over rocks or strenuous physical exercise.
- 2) Internal conflict in the form of character development of the main character.
- 3) External challenges, such as threats to the village or traditions that must be maintained.

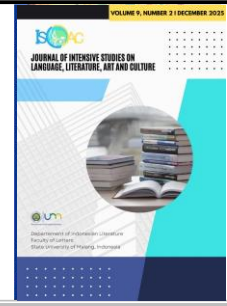
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## Moral Value

Students will predict moral messages about courage, hard work, and the importance of maintaining cultural traditions. These often appear in traditional stories or legends.

## Location Influence (Nias Culture)

If students have prior knowledge of Nias culture, they will predict that the story will involve typical traditions such as *hombo batu* (stone jumping) as a symbol of strength and courage.

## Story Climax

The predicted climax may focus on the protagonist's moment of success in achieving his goal, such as successfully performing a *stone hombo* or saving the village's honor.

## Story Resolution

Students will expect a positive ending in which the protagonist becomes a symbol of courage and exemplarity, both for her family and her community.

Based on the descriptions above, students will predict the *story* as a *traditional struggle story* with moral values or messages, inspiring characters, elements of struggle, and a distinctive local cultural setting. This corresponds to the general narrative pattern often found in works themed on regional culture and traditions.

## Discussion

The findings indicate that students' predictions were strongly guided by prior knowledge (schemata) and culturally familiar cues in the title and images. Schema theory explains that readers integrate new textual information with organized knowledge from previous experience; therefore, culturally recognizable prompts can activate relevant schemata and support deeper interpretation before reading (Murni & Suryadi, 2022;

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Nurbaya et al., 2018).

In line with DRTA/PRDR principles, the prediction stage serves as a stage of hypothesis generation, which is later verified and refined through reading, discussion, and reflection. Such a sequence encourages active meaning-making rather than passive reception, which is essential for critical reading at the tertiary level (Stauffer, 1970, 1980; Afflerbach et al., 2008).

The dominant prediction components—setting/tradition context, theme, character, conflict, moral value, climax, and resolution—suggest that students used narrative elements as a framework to anticipate meaning. This pattern can be interpreted as a productive use of narrative schemata: students do not only guess isolated details, but organize their expectations around the structure of stories, which may facilitate comprehension and critical evaluation during the reading phase (Duffy, 2009).

Gamification via Kahoot! Likely supported engagement during the post-reading verification stage through immediate feedback, competition, and interactive participation. Prior studies report that game-based response systems can improve engagement and active learning; therefore, Kahoot! can be positioned as a supporting medium that strengthens discussion and reflection after prediction and reading (Plump & LaRosa, 2017; Wang & Lieberoth, 2016; Hamari et al., 2016).

Two cases of plagiarism at the prediction stage highlight an important practical challenge in classroom-based qualitative research. Because prediction tasks should capture students' genuine schemata and inference processes, plagiarism may distort the description of prediction patterns. Future implementations should include supervised in-class prediction writing, more explicit instructions on originality, and short justification prompts that link predictions to specific image cues as an ethical and methodological safeguard.

The frequent opening formula "In a village ..." indicates students' reliance on conventional story openings, which may reflect limited variation in their linguistic and narrative repertoire. Pedagogically, lecturers can use this as a diagnostic signal to provide

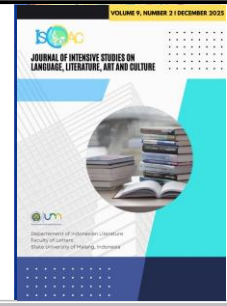
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explicit modeling of alternative openings and to emphasize evidence-based prediction (e.g., grounding predictions in visual and textual cues), thereby making students' responses more analytical and less formulaic (Afflerbach et al., 2008).

Overall, separating the findings from the discussion clarifies that the study empirically documents how culturally grounded prompts shape students' prediction patterns. In contrast, the discussion situates these patterns within schema theory, DRTA/PRDR pedagogy, and engagement research. The results support the use of cultural-wisdom-based PRDR for critical reading, with attention to ethical controls and scaffolding for originality.

## CONCLUSION AND SUGGESTIONS

Based on the description above, students' prediction patterns when reading long stories tend to focus on cultural and traditional settings, conflicts, inspiring characters, elements of struggle, and strong moral messages.

Based on the above conclusions, teachers can use the *PRDR* Strategy (*Prediction-Reading-Discussion-Reflection*) grounded in Cultural Wisdom to teach critical reading skills.

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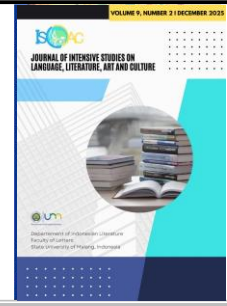
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