

# Analysis of Reading Comprehension Skills of Elementary School Students

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**Abstract.** This study was motivated by the low reading comprehension skills of SDN 2 Cirapuhan students. The purpose of this study is how the reading comprehension skills of students in grade VI SDN 2 Cirapuhan and what are the obstacles experienced by students in reading comprehension. This study used descriptive qualitative research with the research subjects being grade VI students. The instruments used in this research are tests and interviews where to collect data and find information related to the problem as a form of research report results. Based on the results of the study, it can be concluded that the results of the reading comprehension ability test of class VI SDN 2 Cirapuhan obtained an average score of 58 which is included in the category of less and the results of the interview show the factors that become obstacles for students in reading comprehension, namely lack of motivation and student interest, environmental influences, inappropriate learning models or methods and inadequate reading materials.

**Keywords:** Reading Comprehension Skills, Elementary School

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## INTRODUCTION

Education always undergoes changes and developments in accordance with the changes and development of human life (Irawan & Hakim, 2021). Education has the aim of developing knowledge, understanding, skills, and mastery of concepts that can be applied in life (Juneli et al., 2022). In education, there are various subjects that students learn, one of which is Indonesian language lessons which are also learned in elementary school. Indonesian is a subject that can be learned directly in everyday life (Darmayanti & Surya Abadi, 2021). In language skills, there are four aspects that must be mastered, namely listening, speaking, reading and writing. These four skills are needed in the teaching and learning process which is to assist in communication orally or in writing (Susanti et al., 2018). Reading is one of the four main language skills, and a component of written communication. In written communication, the symbols of language sounds are converted into written symbols or letters. (Hidayana et al., 2021). Every human being is expected to have reading skills because reading skills are language skills that are very important in life. A lot of knowledge and information can be obtained by reading so that it can broaden your horizons (Syarifudin, 2022). Reading is one of the most important skills for students to master. The ability to read is a key for students to learn and develop (Alia Rohani & Anas, 2022). The better a student's ability to read, the better his academic achievement will be, and vice versa (Kamaluddin, 2021). Indirectly, by reading someone has collected word by word to associate the purpose and direction of the reading, which the reader can ultimately conclude something with his reasoning (Susanti et al., 2018). Tarigan argues that reading is one of the activities carried out to obtain a message which is to understand the meaning contained in the text (Harianto, 2020).

Reading consists of two types, namely reading aloud which is reading by making a sound, and reading silently which is reading silently (Suparlan, 2021). Reading skills have many types, reading comprehension is one of them. In learning to read, students must understand the meaning of the content of the reading (Puteri et al., 2022). The definition of reading comprehension according to Tarigan (Syarifudin, 2022) is reading that aims to understand: (1) literary standards or norms (literary standards); (2) critical reviews (critical review); (3) printed drama (printed drama); and (4) patterns of fiction. Reading comprehension is a complex cognitive activity with the intention of finding the meaning of a reading. Reading comprehension is a meaning-building interaction between reading material and the reader (Suprpto, 2021). Barmouth (Wahyuningsih & Kiswaga, 2019) argues that reading comprehension ability refers to a set of skills to achieve general understanding that allows a person to obtain and process information to create new texts as a result of reading activities. So that reading comprehension skills focus on understanding the meaning of a reading so that students get information in the learning process. Reading comprehension aims to find and obtain information covering the content and understanding the meaning of reading (Gae et al., n.d.). Smith (Purnomo, n.d.) reveals three levels in reading comprehension, namely reading to understand the text literally, reading to interpret the reading text, and reading to assess the reading text. The ability to read and understand the content of the text is an important prerequisite for mastering and improving students' knowledge (Muliawanti et al., 2022). Reading comprehension uses several abilities, such as mastery of diction, perceptual reasoning, semantic competence, and psychology (Romlah, 2021). So important is reading comprehension skill both in everyday life and in school learning that it is imperative that students have the ability to read comprehension, especially for upper grades who are in phase B and C of the Merdeka Curriculum. Assessment of student success in reading comprehension skills is seen from the extent to which the student understands the content of the reading material he has read. In reading activities, students are required to have a high thinking ability to find out the meaning content in a reading, especially during the teaching and learning process (Pohan et al., n.d.). In reading comprehension (Hidayana et al., 2021) there are several principles that must be considered, namely (a) Comprehension is a social constructivist process. The perspective of understanding and the form of language is a process that takes the form of a constructive nature. (b) Proficiency balance is a curriculum framework that helps the development of comprehension. (c) Professional (excellent) reading educators where influencing student learning. (d) Good readers play a strategic role and play an active role in reading activities. (e) Reading should occur in meaningful contexts. (f) Students benefit from reading a variety of texts at various grade levels. (g) Participation is a determining factor in the comprehension process. (h) Reading strategies and skills can be taught. (i) Dynamic access confirms reading comprehension learning.

Based on the results of the 2022 Programme for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD), it is known that Indonesian students' reading scores are in the bottom third of five countries in ASEAN and are certainly classified as low. Based on the PISA results, Indonesian students are at level 1A which is generally unable to understand long texts whose information is implicit, abstract, or compare the perspective of a text with other texts. The researcher also made observations at the school where the research was conducted and found that the reading skills there were still lacking. This contradicts the reading comprehension skills that students should have.

So that researchers conduct research with the aim of describing students' reading comprehension skills as measured through 3 indicators of reading comprehension including: 1) literal, 2) critical, and 3) creative. By conducting this research, it is very important to know the reading comprehension ability of students by using reading comprehension test questions which are measured based on predetermined indicators. The novelty of this study is to determine the reading comprehension skills of students in elementary school because many students still lack reading comprehension skills at higher school levels.

## **METHODOLOGY**

The type of research used is qualitative research. Qualitative research is a research technique/method needed for intensive searches based on several data descriptions which utilize objective procedures that produce conclusions in the form of descriptions presented verbally and in writing (Suwendra, 2018). There is also an opinion that qualitative research is research that aims to describe comprehensively and deeply about social reality and various phenomena that occur in society as the object of research, so as to describe the characteristics, characteristics, characteristics and models of these phenomena (Sanjaya, 2013). Therefore, researchers take qualitative research methods because in this study they must describe the analysis obtained. Where the results of this study must explain why these problems are common problems everywhere and what causes these problems.

This research was conducted at SDN 2 Cirapuhan located at Kp. Sindangkopo, Cirapuhan Village, Selaawi District, Garut Regency, West Java Province. The implementation of this research was carried out in October 2024. Researchers want to identify the reading comprehension skills of students in this public elementary school. The research subjects in this study were students of SDN 2 Cirapuhan. To determine the data collection sample, researchers used purposive sampling technique. The purposive sampling technique is one of the nonprobability sampling techniques whose sample selection is based on the consideration of the researcher himself or in other words, the purposive sampling technique is a sampling

technique taken based on the research objectives. Determination of samples based on objectives is carried out to increase the usefulness of information that will produce facts in research (Saleh, 2017). In this study, researchers used a sample of 19 grade VI elementary school students because the number of students in grade VI there was 19 people where the population was all students in the school. The data analysis in the study was a test question sheet and student interview transcripts, where the results of the validity and reliability of the test questions were good or fulfilling. Arikunto's opinion, a test is a set of questions or other means used to determine the ability, knowledge, intelligence of individuals or groups (Yatri & Pratiwi, 2018). The data analysis in the study was a test question sheet and student interview transcripts. The test was conducted on all grade VI students of SDN 2 Cirapuhan while the interviews were conducted on some students who had low, medium and high scores randomly. The indicators used in this test question are:

**Table 1.** Indicators and Sub Indicators of Test Questions

No.	Indicator	Sub Indicators
1.	Literal	Shows explicit information Capturing the explicit content of reading
2.	Critical	Find information/meaning from reading materials Processing reading materials
3.	Creative	Applying the reading results

The stages carried out in this qualitative research are: 1) The preparation stage, which is the stage of accumulating data obtained from various sources that are considered relevant to the implementation of research where at this stage reading comprehension test questions are also made in accordance with the indicators and a list of questions for interviews. 2) The implementation stage, which is the stage of accumulating data obtained from the research location in public elementary schools with the sample being grade VI students totaling 19 students. Researchers used the test method to obtain the desired data from the field based on the facts of the research results in the research being carried out and interviews with several samples of students who scored very well, good, sufficient and less. 3) The data analysis stage, namely the stage of the data preparation section which uses three streams of data analysis stages, namely data reduction or data reduction, data parsing, and the final stage, namely making conclusions. 4) The report stage, which is the final stage of the research which is poured in the form of a research article in the form of a description or explanation.

The results of the assessment of students' reading comprehension skills are then categorized based on the following criteria:

**Table 2.** Criteria for students' reading comprehension ability

Score	Criteria
91-100	Very good
81-90	Good
71-80	Simply
< 70	Less

## RESULTS AND DISCUSSION

In this study there are 3 indicators with 5 essay questions where the first indicator is literal with 2 sub indicators, namely showing explicit information and capturing the contents of explicit reading. The second indicator is critical with 2 sub indicators as well, namely finding information / meaning from reading material and processing reading material. The third indicator has 1 sub indicator which is applying the reading results. Each sub indicator has 1 essay question. The results of filling out the questions can be known (Ambarita et al., 2021) with the formula being as follows:

$$\text{Score} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

Based on the results of the reading comprehension ability test conducted on sixth-grade students of SDN 2 Cirapuhan as many as 19 students, it is known that students who are able to exceed the Minimum Completeness Criteria limit are 8 students or equivalent to 42%. While students who were unable to exceed the Minimum Completion Criteria limit amounted to 11 students or equivalent to 58%. With the highest score achieved by students is 100, and for the lowest score achieved by students is 10. Then for the average value of students totaling 19 students, after calculating and averaging the results obtained a value of 58. From all the questions that have been tested on students to get analysis data regarding reading comprehension skills, get data that:

**Table 3.** Data on students' reading comprehension skills

Number of students	Score	Criteria
4	91-100	Very good
3	81-90	Good
1	71-80	Simply
11	< 70	Less

Student A has the lowest score among other students. The problem experienced by student A is that students are unable to show explicit information, cannot process reading material and cannot apply the reading results. Of the 5 questions grouped into 3 indicators of reading comprehension ability, student A was only able to capture the content of the reading and find information / meaning from the reading that was explicit / implied inaccurately. Furthermore, student B had the second lowest score out of 19 students. The problems experienced by student B are finding information/meaning from the explicit/implied reading inaccurately, not being able to process reading material appropriately, and not applying the reading results. Student B is only able to show explicit information and capture the content of the reading less precisely. Student C has similarities with student B, namely finding information/meaning from the reading that is explicit/implied inaccurately, cannot process reading material appropriately, and does not apply the reading results. Student C is only able to show explicit information and capture the content of the reading that is explicitly precise but incomplete. Student D also has similarities with students B and C in their shortcomings, only different indicators where student D does not show explicit information, does not capture explicit information and finds information / meaning from reading that is explicit / implied less precisely. Student D scored by capturing the content of the reading and applying the results of the reading although less precise.

Student E has a problem of not being able to show explicit information, not being able to process the reading appropriately and not applying the reading results. However, they scored from capturing the explicit content of the reading appropriately but incompletely and finding information/meaning from the reading that is explicit/implied inaccurately. Student F has a score of 21 out of a total score of 67 where students do not show explicit information, capture the explicit content of the reading appropriately but incompletely, find information/meaning from the reading that is expressed/implied inaccurately, cannot process reading material appropriately and are unable to apply the reading results. Student G obtained a score of 22



out of a total score of 67, namely students can show explicit information, can capture the content of the explicit reading completely and precisely, but are unable to find information/meaning from reading material, process reading material and apply reading results. Student H obtained a score of 29 by being able to show explicit information, but did not capture the explicit information, was less precise in finding information/meaning from the reading material that was explicit/implicit, could not process the reading material as well as apply the reading results less precisely.

Student I's score is 39 consisting of students showing explicit information, capturing the content of the reading passage, finding information/meaning from the reading passage, and processing reading material inaccurately, but applying the reading results according to the content in the reading text. Student J obtained a score of 43 where students did not show explicit information, find information/meaning from explicit/implicit reading and process reading material inaccurately. However, student J can capture the explicit content of the reading completely and precisely and also apply the reading results by writing them according to the content in the reading text. Student K is the last student whose score is unable to exceed the Minimum Completeness Criteria limit where the score obtained is 46. The score is obtained by capturing the explicit content of the reading and processing the reading material completely and precisely and applying the reading results by writing it using their own language well. However, there are shortcomings from other questions, namely not showing explicit information and finding information/meaning from reading that is explicit/implicit inaccurately

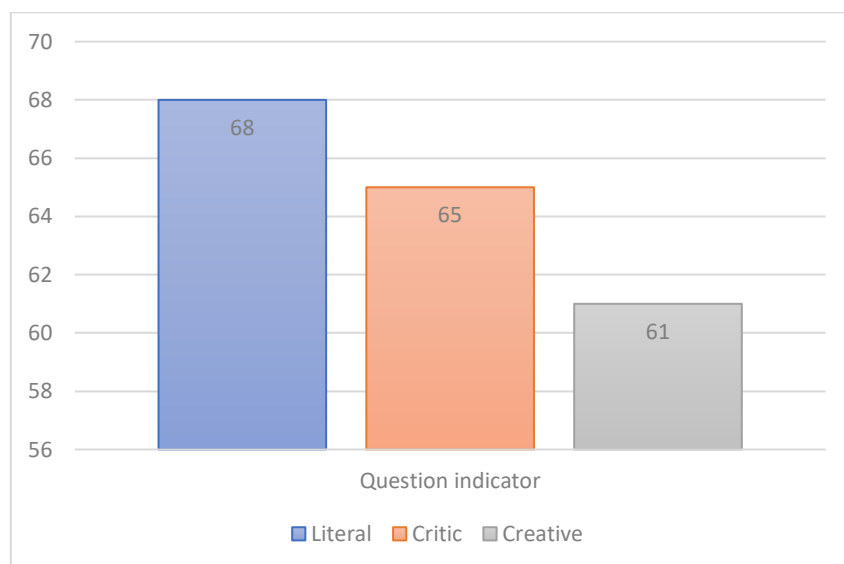
Student L is the first student to exceed the Minimum Completion Criteria limit from the lower order. This result is obtained by obtaining perfect scores on critical indicators, namely being able to find information / meaning from the reading that is implied / implied completely and precisely and creative indicators that apply the reading results and write them using their own language well and correctly and easily understood. As for other questions, they can show the explicit information with less precision, capture the content of the reading with less precision and process the reading material with less precision as well. Student M obtained a score of 84 with a score of 56 by showing the explicit information correctly, finding information/meaning from the reading that is explicit/implicit completely and accurately, processing the reading material appropriately and applying the reading results and writing them using their own language well. In capturing the content of the reading that is explicit, the answer is correct but incomplete. Student N has a score difference of 2 points with student M, namely 58 with a score of 87. Student N is in fifth place with the highest score which has a perfect score on all three indicators only not all questions have perfect scores. The shortcomings are in capturing the content of the reading is less precise and finding

information/meaning from the reading that is expressed/implied is less precise. Student O has the same score as student N where the score is 87, they are in the top four. Likewise, the perfect score obtained covers all indicators and for the score that is less the same.

Students P and Q also have the same score and score of 61 and 91, they are in the top three. Student P obtained the maximum score on all three indicators, namely being able to show explicit information correctly, find information / meaning from the reading that is expressed / implied completely and accurately, process reading material appropriately as well as apply the results of reading and writing it using their own language well and correctly and easily understood. The question that gets an imperfect score is capturing the content of the reading with less precision on the critical indicator. While student Q got a perfect score from showing the explicit information correctly, capturing the contents of the reading passage completely and accurately, processing the reading material appropriately and applying the reading results and writing it using his own language well and correctly and easily understood. The question that gets an imperfect score is finding information / meaning from the reading that is explicit / implied with less precision. Student R was in second position with the highest score of 64 with a score of 96. Almost all questions obtained perfect scores, namely being able to show explicit information correctly, capture the contents of the reading passage completely and accurately, process reading material appropriately and apply the reading results and write them using their own language properly and correctly and easily understood. The question that did not get a perfect score was finding information/meaning from the reading that was explicit/implied correctly but incomplete. Student S is the first student to get a perfect score. All questions received the maximum score so that the score obtained was 100. All questions and indicators get the maximum score, namely being able to show explicit information correctly, capture the contents of the reading passage completely and precisely, find information / meaning from the reading passage / implied completely and precisely, process the reading material appropriately, and apply the reading results and write them using their own language well and correctly and easily understood.

Based on the description of the results of the test questions, a graph of the results of the question scores based on each indicator can be made, namely:





**Figure 1.** Students' Reading Comprehension Ability Score Based on Indicators

Judging from the graph above, we can see that the results of each indicator have different values. The graph is obtained from the average value obtained by all students based on each indicator. For the first indicator, the average value is 68, the second indicator has an average value of 65 and the third indicator has an average value of 61. It can be concluded that the highest average value in the first indicator is literal and the lowest value in the third indicator is creative. It can be described that the students' reading comprehension ability that is most lacking is in the creative indicator where the sub indicator is applying the reading results.

In this study also conducted interviews where the sample was randomly selected on students, found the cause of reading comprehension difficulties of these students, namely:

1. Lack of motivation and interest

Students lack motivation or interest in reading, they read when there are orders from teachers at school and parents at home. They feel bored when they have to read books and prefer to chat or play with their friends. They do not feel that reading is a necessity as a student.

2. Environmental influences

The environment has a huge influence on students. When parents or teachers do not accustom students to reading from an early age, reading becomes an activity that students want to avoid. They choose to play and chat with their friends where they think it is more interesting and fun.

3. Inappropriate learning models or methods

The learning models and methods used are not in accordance with the material discussed. Students become bored in participating in learning and confused because they do not understand the material being studied. The choice of learning model or method in school is very important. By choosing the right learning models and methods and in accordance with the learning material, it will attract students' interest in learning so that students will be enthusiastic and the learning becomes meaningful.

#### 4. Inadequate reading materials

The absence of a library at school results in a limited collection of books. Students feel bored with the books available especially since most of the books available are only textbooks at school. The availability of interesting reading material can be an attraction for students. Students will enjoy reading if there are a variety of books that have different characters. They will be curious to read different books and according to what they want to know.

It can be seen that the existence of problems regarding reading comprehension at the elementary school level is due to causes both from the students themselves and the environment around the students. However, the results of this study are still limited in that it only occurs in one school which may be in other schools there are other causes that cause problems in reading comprehension. It is hoped that in the future other researchers can conduct other studies that have a wider range of populations with more diverse backgrounds and characteristics so that they will produce more accurate data.

### CONCLUSION

Based on the results of the research and discussion conducted, it can be concluded that the reading comprehension skills of SDN 2 Cirapuhan students in the assessment criteria are lacking, with an average score of 58. The score is below the KKM (Minimum Completeness Criteria) so that the learning has not been completed. The problems that make up the lack of students' reading comprehension skills include lack of motivation and interest, environmental influences, inappropriate learning models or methods and inadequate reading materials.

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