

## Comprehensive Reading Skills of Elementary School Students

### Keterampilan Membaca Komprehensif Pelajar Sekolah Dasar

<https://doi.org/10.24036/pakar.v22i2.504>

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#### Abstract

*Changes in a learner's reading phase have implications for other aspects of language skills. Moreover, changes in students' reading demand higher output. This research aims to determine the comprehensive reading skills of elementary school students transitioning from lower grades to higher grades. The type of research used is qualitative research using a descriptive approach. The population in this study was 24 students of class IV science at Muhammadiyah Ibtidaiyah Madrasah Hadimulyo Metro City. The tea sampling technique is nonprobability sampling type purpose sampling with data collection methods through tests and interviews. Based on the results of the research data analysis that has been carried out, it can be concluded that comprehensive reading skills in the assessment criteria could be better, with an average score of 64.2. From this score, students are not proficient in comprehensive reading skills because they have yet to be able to reach the Criteria Score. Minimum completeness determined is 75. The result shows that students need help with comprehensive reading skills in class IV science. This research provides the view that there is a change in the concept of acquiring reading content based on comprehensive reading aspect, namely reading speed, understanding simple meanings, significant meaning understanding, evaluation assessment of content and form, and reading speed flexible and based on the type of reading skill students use.*

**Keywords:** reading skills, comprehensive reading, primary school.

#### Abstract

Proses perubahan fase membaca pelajar berimplikasi pada aspek-aspek keterampilan berbahasa lainnya. Terlebih lagi, perubahan membaca pelajar menuntut aspek luaran yang lebih tinggi. Tujuan penelitian ini adalah untuk mengetahui keterampilan membaca komprehensif pelajar sekolah dasar, pada fase peralihan kelas rendah menuju kelas tinggi. Jenis penelitian yang digunakan adalah penelitian kualitatif melalui pendekatan deskriptif. Sampel pada penelitian ini berjumlah 29 pelajar kelas IV Sains Madrasah Ibtidaiyah Muhammadiyah Hadimulyo Kota Metro. Teknik pengambilan sampel yang digunakan adalah *purposive sampling* dalam kategori *non-probability sampling*, dengan metode pengumpulan data melalui tes dan wawancara. Berdasarkan hasil analisis data, dapat disimpulkan bahwa keterampilan membaca komprehensif pelajar dinilai rendah/kurang, dengan rata-rata nilai sebesar 64,2. Hal ini menunjukkan bahwa pelajar belum memenuhi standar ketuntasan minimum dalam keterampilan membaca komprehensif yang ditentukan, yaitu 75. Penelitian ini memberikan pandangan bahwa adanya perubahan dalam konsep pemerolehan isi bacaan sesuai dengan jenis keterampilan membaca yang digunakan oleh pelajar, sehingga hal ini membuka peluang untuk dilakukannya penelitian lanjutan dari sudut pandang lainnya.

**Keywords:** keterampilan membaca, membaca komprehensif, sekolah dasar.

## 1. Introduction

Reading is the main foundation for literacy in Indonesia. Reading activities can be the main foundation for obtaining information and new insights from various aspects of life. Reading is a skill in understanding the content of texts, which is an important criterion for being able to master and improve students' knowledge through the compaction of information (Muliawanti et al., 2022). In terms of information acquisition aspects, comprehensive reading skills are closely related to daily life. The demand to find the meaning contained in the reading also affects fluency in reading (Aviana et al., 2022; Dewi et al., 2023). The knowledge that students gain from understanding the meaning contained in a reading passage comes from the scope of comprehensive reading literacy (Ratnasari & Adiwijaya, 2023).

As part of receptive language skills, comprehensive reading skills have various challenges. Comprehensive reading skills play an important role in helping students learn various things (Putri et al., 2023). Comprehensive reading is an advanced stage that helps students think critically in understanding the meaning contained in reading (Manalu et al., 2023). A study states that some students still need to carry out a comprehensive reading and still have difficulty determining the meaning or meaning in Indonesian reading (Mediana, 2022). On the other hand, the complexity of comprehensive achievement indicators is an urgency in language learning (Ainur et al., 2023). At that stage, the researcher presents an analysis of the comprehensive reading skills test using the theory of Tarigan (2021) as the theoretical basis for research in Science IV class, thus creating coherence between learning achievement indicators and benchmarks for comprehensive reading success. The indicators include slow reading speed, simple comprehension, significant comprehension, evaluation of content and form assessment, and flexible reading speed. The purpose of this study was to determine the level of reading comprehension skills from the low-grade transition to the high grade.

Based on interviews with grade IV teachers, researchers found facts about the difficulties of comprehensive reading skills in grade IV Science students. The difficulty is in the form of students' need for fluency in reading, both aloud and silently, as well as writing words that are not complete in a sentence. This has an impact on students' understanding of reading content. This phenomenon shows that there is a mismatch between the demands of comprehensive reading learning completeness and students' comprehensive reading abilities, so this research is needed.

One study revealed that lack of literacy interest is an obstacle for students in comprehensive reading, which is an internal factor of the spirit of reading activities that will only arise from the willingness and interest of the students themselves (Pristiawati, 2023). A very significant inhibiting factor in comprehensive reading is from oneself and the environment (Setyowati et al., 2021). Research shows that comprehensive reading is relevant to be carried out in the high grades, especially grade five elementary schools (Sari et al., 2023). In contrast, in another study, it was revealed that language aptitude, language learning self-efficacy, and language self-regulation did not affect reading ability (Nugraha et al., 2023).

Another study revealed that there is a tiered correlation between reading comprehension skills and comprehensive reading skills. This is indicated by the fact that it is necessary to complete reading comprehension skills as a basis for achieving the ideal criteria for comprehensive reading skills (Wulandari et al., 2021). Moreover, the subjects in this study are fifth-grade elementary school students who are at the standard of advanced comprehensive reading skills. As the focus of the novelty of the research, the researcher tried to contribute to describing the achievement of comprehensive reading skills in students who are in the transitional phase of beginning reading (low grade) to comprehensive reading (high grade).

## 2. Literature Review

According to Tarigan (2021), comprehensive reading is a higher-order understanding skill that goes through a series of complex aspects. Comprehensive reading is centered on the reader's understanding of the reading source. In one study that examined reading comprehension skills in grade V of SDN 1 Gubukusuma, the results showed very good qualifications. In high grades, grade V students are able to answer questions according to the content of the story and reach the KKM (minimum completeness criteria) (Muhtar et al., 2022).

Efforts to understand and recognize the content of reading so as to be able to explain information, become an important element in comprehensive reading. Research conducted by Andriyani & Mustofa (2023) investigated the effect of the School Literacy Movement (GLS) on the interest in reading comprehension in grade five. The results showed that the program was successful at the habituation and development stages. Habituation carried out in high grades will create a supportive environment to achieve success in comprehensive reading.

Another study measured students' reading comprehension skills using the guided reading strategy in grade VI. The results showed that the students responded well and stimulated the students' reading skills. Students understand prior knowledge, which is then reinforced with new knowledge from the reading source. The facts in the paragraphs become the main thoughts that help students easily understand as a whole (Apduludin et al., 2023).

Comprehensive reading is closely related to the learner's understanding of the source. Tarigan (2021) in his book entitled "Reading as a Language Skill" describes the achievement of the relationship between the meaning raised by the author and the reader's interpretation as a stepping stone to determine the accuracy of reading.

## 3. Research Methods

In this study, researchers used a type of qualitative research with a descriptive approach. The purpose of this descriptive form of research is to make a clear description of the problem to be studied and produce new facts (Jayusman & Shavab, 2020). This research uses an inductive reasoning method, which opens the researcher's mind to various views that will be expressed, as well as reveals new things because science is dynamic and not only fixated on one thing (Sidiq et al., 2019).

The research was implemented at MIM Hadimulyo Metro City, with a research sample of 29 Science IV class students. Five students were absent, so only 24 students completed the research. The sampling technique used is purposive sampling, which is part of the non-probability sampling technique, in which the sampling technique is taken based on the core objectives of the discussion (Sugiyono, 2021). The results of the study aimed to understand the comprehensive reading skills of grade IV Science, which is a transitional grade from beginning reading to comprehensive reading level.

The data collection techniques used were tests and interviews. The test used consists of questions that measure skills and knowledge (Sari et al., 2023). The test was adapted from a student book (Prima, 2017) and covers material that requires comprehensive reading skills. The test consists of 10 questions with details of 5 multiple choice questions and five essay questions that use skills based on Bloom's Taxonomy. This study used interviews that were conducted openly, so that researchers provided opportunities for participants to share as many experiences as possible without being limited by the researcher's opinions or prior knowledge. Participants were asked to

provide open responses to questions so that they could provide alternative answers (Sidiq et al., 2019).

The stages used in this qualitative research are: the preparation stage, which is the stage of collecting data from various sources that are considered relevant to the implementation of the research. The implementation stage is the stage of collecting data received from the research location. Researchers use qualitative methods to obtain the data needed in the field based on the facts of the research findings conducted. The data analysis stage, namely the data preparation stage uses three stages of analysis, namely data selection or data reduction, data selection, and conclusions are drawn at the final stage. The reporting stage, which is the final stage of research, is published in the form of scientific research results (Sugiyono, 2021).

The criteria for students' reading comprehension skills are categorized based on the following Table 1.

**Table.1.** Criteria for Comprehensive Reading Skills

Score	Criteria
86-100	High
85-76	Medium
<75	Less

(Muliawanti et al., 2022).

## 4. Results and Discussion

### 4.1. Research Results

The reading comprehension skills test was conducted on 29 students of class IV Science MIM Hadimulyo. Of these, five students were absent so only 24 students completed the study. Of the students present, four people, with a percentage of 17%, were able to reach the minimum completion criteria (KKM). In contrast, there were 20 students, 83% of whom still needed to meet the criteria for achieving the learning objectives. The highest score obtained by students was 85, while the lowest score was 44. The overall average score for the 24 MIM Hadimulyo students present was 64.2. This value shows that students need to improve in comprehensive reading skills because they have not been able to reach the specified KKM value of 75. Furthermore, the following data on the completeness of the comprehensive reading skills test is presented in Table 2.

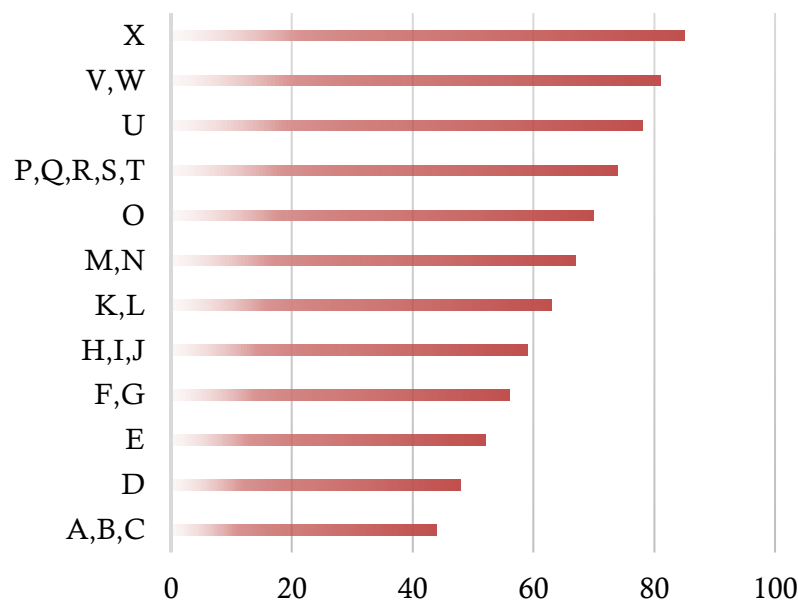
**Table.2.** Data on Students' Comprehensive Reading Skills

Number of Students	Score	Category
0	86-100	High
4	85-76	Medium
20	<75	Less

### 4.2. Discussion

Comprehensive reading skills play an important role in the learning process, especially at the transition stage from beginning reading to higher levels. In grade IV Science at MIM Hadimulyo, this skill is the main benchmark in assessing the learner's progress in understanding and interpreting texts. To evaluate this level of proficiency, a comprehensive reading skills test was

conducted on all Science IV students. The following is an analysis of the scores obtained by the students in the test, reflecting their level of comprehension of the text and the challenges they faced.



**Figure.1.** Graph of Each Student's Comprehensive Reading Score

Students A, B, and C scored the lowest, with each learner scoring 44. The difficulties they faced were in the process of interpreting simple words and meaning based on reading content. Students A, B, and C have poor test completion skills and have yet to achieve the five indicators of comprehensive reading skills. Therefore, students need more reading habituation (Wulandari et al., 2021).

Of the 20 students with low score categories, student D obtained the lowest score of 48. Based on the test results, student D needs help understanding simple meanings and inferring meaning in paragraphs. In line with previous research, these obstacles are caused by a lack of concentration, so they are less able to understand the contents of reading well (Sari et al., 2023).

Student E obtained a low score of 54. Student E stated that he was still unable to solve questions that have a cognitive level based on Bloom's Taxonomy, namely understanding, determining, and concluding the impression of the content in the paragraph (Ulfah & Arifudin, 2023). Furthermore, students F and G obtained a score of 56, where they were not able to complete the test with cognitive achievement C3 and C4. Students H, I, and J obtained the same score of 59. These students still did not master the test on the cognitive achievement of understanding the meaning of the right words in the paragraph (Putri et al., 2023).

Students K and L obtained a score of 63, where these students needed to correctly solve questions that have high cognitive criteria, namely C4 and C3 (Ulfah & Arifudin, 2023). In the test, the indicators of understanding simple meaning and assessing the content of meaning based on facts have yet to be achieved. This is in line with research by Najiyah (2019), which states that understanding meaning has an important role in comprehensive reading, but in reality, students still need help in determining it.

Students M and N obtained a score of 67 and achieved aspects of comprehensive reading skills, inferring meaning and determining the type of paragraph in the question. Furthermore, student O obtained a score of 70. This student still needs to reach the score on the C2 and C3 cognitive level questions. This is indicated in the answer, which obtained a score of 0. However,

student O showed strengths in solving essay questions that had a high cognitive level of C4, with a full score.

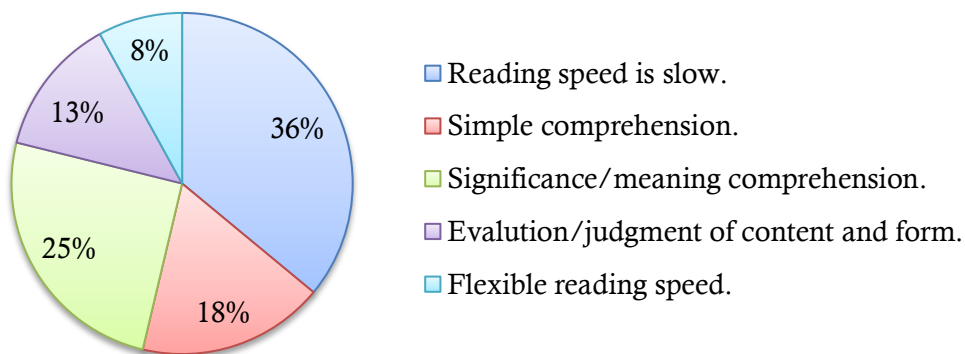
Students P, Q, R, S, and T obtained a score of 74. The score was obtained from the success of students answering questions with cognitive level C4. The problem experienced by these students is that they need help to infer the meaning between the sentences contained in the paragraph correctly, and students cannot relevantly determine the type of text. In this stage, there is a gap between theory and fact that the process of translating the meaning of sentences becomes the essence of reading comprehension (S.C. Rawin et al., 2023)

Student U obtained the third-highest score of 78, a score that has reached the KKM. Student U is able to determine the type of paragraph in the question and understand the content of the paragraph. However, he still needs to be more focused on working on questions with C2 cognitive level coverage. Furthermore, students V and W obtained the second-highest score of 81. They have achieved cognitive and comprehensive reading skills and have skills in determining, understanding, and concluding paragraphs (Tarigan, 2021). Student X obtained the first-highest score, with a score of 85. He was able to solve the questions carefully and was able to determine, understand, and conclude paragraphs (Aviana et al., 2022).

Based on the research, each learner can answer each comprehensive reading skills question, which results in comprehensive reading skills scores with different intensities of results for each learner. This shows that the low scores obtained by students in completing the comprehensive reading skills test are due to the student's lack of focus on paragraphs that tend to be long and less dominant in being able to take the content of the meaning of the reading, where class IV Science is a transitional class from beginning reading to comprehensive reading level.

#### 4.2.1. Aspects of Comprehensive Reading Skills

Based on the results of the score graph obtained, categorization is carried out on the percentage of five aspects of comprehensive reading skills mastered by students. Comprehensive reading skills have aspects that must be achieved, namely slow reading speed, simple understanding, significant understanding of meaning, evaluation of content and form judgment, and flexible reading speed (Tarigan, 2021). Comprehensive reading is done by understanding the meaning and mastering the material read in detail to explore the information contained in the reading (Lena et al., 2023).



**Figure.2.** Percentage Results of Students' Comprehensive Reading Skills Based on Several Aspect Indicators

Percentage review of comprehensive reading skills of grade IV Science MIM Hadimulyo students based on five indicators, namely slow reading speed, simple understanding, understanding of significance/meaning, evaluation/assessment of content and form, and flexible

reading speed. The highest percentage of aspects in the comprehensive reading skills of grade IV Science MIM Hadimulyo students is the slow reading speed indicator. This is based on the test results contained in 10 items of students' comprehensive reading skills. Each aspect indicator has a different question content that is adjusted to the measurement of Bloom's Taxonomy verbs (Ulfah & Arifudin, 2023). Each question is adjusted and grouped based on the categories in each aspect of the indicator.

Review of the indicator "slow reading speed" in as many as two items, namely in questions number 4 and 5 multiple choice. After calculating and averaging, it turns out that students get an average score of 63%. This result is in the category of superior value compared to other aspects. However, the score is still less than the average score because students still need to be more specific in determining the meaning or impression in a paragraph. This is in line with research that states comprehensive reading skills are carried out by critical thinking, such as categorizing, determining, and finding information in paragraphs (Wulandari et al., 2021).

The indicator "understanding simple notions" consists of 2 items. The students who achieved the questions in this aspect category reached an average of 31%. The results that have been obtained are insufficient because most students have not been relevant enough in reading paragraphs or analyzing what paragraphs the text belongs to (Aviana et al., 2022). Students are still hesitant and taboo about the word presented in the question when answering questions about the simple meaning of a word, so it can be concluded that, on average, students fall into the category of needing more understanding of simple meaning.

The indicator "understanding the significance or meaning" consists of 2 items. Comprehensive reading skills that students must have include understanding the meaning both explicitly and implicitly (Cahyani et al., 2022). After being calculated, it turned out that students who achieved this third aspect obtained an average of 44%. There needs to be more than this to achieve the aspect of significant understanding or meaning.

The indicator "evaluation or assessment of content and form" consists of 2 items. After calculation, the average number of students who were able to achieve this aspect was 23%. This result is average, but this value shows that students still need more relevance in determining the type of paragraph presented in the question.

The indicator "flexible reading speed" consists of 2 items. It was found that students who reached the questions in this aspect category reached an average of 14%. This result shows that most students still need to demonstrate flexible reading speed that is relevant to the answers they give to the test questions.

#### **4.2.2. Comprehensive Reading Skill Difficulties**

Based on the results of tests and interviews conducted by researchers, there are some difficulties in the comprehensive reading skills of fourth-grade science students of MIM Hadimulyo Metro City. Comprehensive reading difficulty is partly defined as a symptom of difficulty in learning the components of words and sentences (Setianingsih et al., 2022). Student's difficulties in comprehensive reading skills in class IV Science can be classified as follows:

a. Retelling

Based on interviews, students still need help in repeating the content of the reading. Students need help understanding the content of the reading and still need clarification and give irrelevant answers (Lena et al., 2023).

b. Understanding of meaning

The data results of the researcher's observation of fourth-grade Science students. They still have difficulty finding meaning in reading. The general picture is that students are still

taboo about simple words when reading. Students have not been able to understand terminology and have not mastered the meaning of words in sentences (Setianingsih et al., 2022).

c. Look at the main idea.

Examining this research based on its aspects, students need help to discern the main idea of reading. Students tend to rush to read and understand the material. So, comprehensive reading skills still need to improve in looking at the main thoughts of each paragraph of reading (Sari et al., 2023).

d. Classify sentence forms and types.

Students need help distinguishing the forms and types of sentences presented. This is due to the lack of mastery of the material on the forms and types of sentences, as well as the lack of student focus when reading the entire text so that they still cannot distinguish the forms and types of sentences (Wulandari et al., 2021).

## 5. Conclusion

Based on the results of research that has been conducted by researchers on the comprehensive reading skills of grade IV Science elementary school students of MIM Hadimulyo Metro City. As a result of the overall research, it was found that students' difficulties in comprehensive reading skills can be summarized as follows: 1) difficulty retelling, 2) difficulty understanding the meaning, 3) difficulty looking at the main idea, 4) difficulty classifying the form and type of sentence. It can be concluded that the students' comprehensive reading skills are in the lowest criterion, with an average score of 64.2. Based on the research results, it turns out that students master more aspects of slow reading speed, meaning that in determining the meaning or impression in a paragraph is still in the deficient category. However, students have a superior average in this aspect than in other aspects. This research provides an opportunity for further research by applying reading habituation to students by doing reading activities in the library. Then, students can use a comprehensive reading strategy or model, namely Know Want Learn (KWL), which is a type of reading comprehension strategy to explore and obtain information from reading content (Ramadhan et al., 2015).

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