

ANALYSIS OF READING LITERACY ABILITY IN INDONESIAN LANGUAGE SUBJECT MATTER ON FICTIONAL TEXTS

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Abstract

Reading literacy in elementary schools is provided so that students have the ability to read texts deeply, understand the content of the readings, and accurately explain the content. The aim of this study is to analyze reading literacy skills in the Indonesian language subject focused on fictional texts among fifth-grade students of SD Negeri Cipete Selatan 05 Pagi for the even semester of the 2024/2025 academic year. The research employs a qualitative method with a descriptive approach, collecting data through observations, interviews, documentation, and field notes. The findings were analyzed using the Miles and Huberman model, which includes data reduction, data analysis, and conclusion/verification. The results indicate that the reading literacy abilities of the fifth-grade students are as follows: 1) 28.12% of the 32 students can read fictional texts with scores above the minimum passing grade (KKM), 2) 18.75% understand the content of the readings well, and 3) 0% can accurately explain the content of the readings. In conclusion, none of the students achieved the minimum expected score of 75.

Keywords: Reading literacy skills, Indonesian language subject, fictional texts

1 INTRODUCTION

The literacy condition in Indonesia is deteriorating. According to the 2022 Programme for International Student Assessment (PISA), Indonesia scored only 366 in mathematics, 359 in reading, and 383 in science. This represents a decline of 12 points in reading ability compared to previous PISA scores, placing Indonesia 67th out of 88 countries (OECD, 2023). This is consistent with data from UNESCO, which shows that the reading interest index in Indonesia is only 0.001. This means that out of every 1,000 people, only one person has an interest in reading (Saputra, 2020; Dwiprabowo, 2021).

In fact, there are six dimensions of literacy: reading and writing literacy, numeracy, science literacy, digital literacy, financial literacy, and civic cultural literacy (Iman, 2022). However, many people consider literacy to be solely about reading and writing. Literacy is the ability to utilize information and reading materials to address various everyday life issues (Lubis, 2020). Thus, reading and writing literacy form the foundation for other literacies and for navigating life (Sari et.al., 2023; Silaen et.al., 2023; Oktariyani, 2020; Yundayani et.al., 2023; Masyuri, 2024).

Moreover, literacy is one of the ways to navigate life in the 21st century. In today's world, skills known as the 4Cs—creative thinking, critical thinking and problem solving, communication, and collaboration—are essential (Ulfa & Oktaviana, 2021). Literacy and the 4Cs are inseparable components.

To nurture reading literacy, one method is through the process of education and learning. Education and learning can take place in schools, where there are specific lessons aimed at fostering reading literacy, particularly in the Indonesian language subject. The Indonesian language is taught from elementary school through higher education.

In elementary schools, the Indonesian language subject is introduced to students with the aim of using the language to enhance intellectual abilities as well as emotional and social maturity. One of the materials related to students' reading literacy skills is fictional texts. Fictional texts in elementary school teach students to imagine in a child's world. These texts are specifically studied in elementary schools to engage students in reading lessons and to train their comprehension skills (Sari, Rukayah & Kamsiyati, 2020).

Fictional text material is taught to fifth-grade students with the basic competency of 3.8, which involves retelling events or actions while considering the story's setting in the fictional text. The indicator 3.8.1 focuses on analyzing events or actions while considering the story's setting in the fictional text. In this lesson, students are expected to implement reading literacy, meaning they should not only read the fictional text but also understand it deeply in order to be able to write a summary of the content.

This means that reading literacy involves the ability to read texts deeply, comprehend their content, and accurately explain what they mean. However, this skill is quite challenging for elementary school students. Based on observations conducted by the researcher in Class VB at SD Negeri Cipete 05 Pagi in South Jakarta, it was found that the reading literacy skills related to the fictional text in the Indonesian language subject are very concerning. Out of 32 students, not a single student demonstrated adequate reading literacy skills—100% of the students lacked these abilities.

During the observation, the class teacher (Mr. Adi Nugraha) asked the students to open their Indonesian language textbooks and instructed them to sit quietly and read a fictional story titled "Ant and Bear" in their hearts. The teacher gave the students 10 minutes to read. After reading, the teacher immediately asked the students to write down the story's content in their exercise books.

The average reading literacy score for Class VB students at SD Negeri Cipete 05 Jakarta Selatan was only 52.58, with the highest score being 70 and the lowest score being 30. This indicates that none of the students achieved the expected minimum score of 75. Throughout the learning process, the teacher's approach was not conducive to student learning. The teacher seemed to expect students to learn independently, whereas they should have provided guidance to ensure students fully understood the material.

From the researcher's observations, it was clear that 100% of the students lacked reading literacy skills because they were not stimulated to read deeply. At the beginning of the lesson, the teacher only asked the students to read for 10 minutes without clear instructions. This led to students who finished reading early engaging in chatter, jokes, and causing disruptions in the classroom.

Furthermore, students' comprehension of the reading material was not checked. When students are asked to read, the teacher should assess their understanding by asking questions related to the content. This way, students would be able to articulate what they understood from the reading. The extended reading time, interspersed with joking, chatting, and lack of understanding of the material, left students unsure of what to write.

Therefore, the researcher plans to conduct a more in-depth study titled "*Analysis of Reading Literacy Skills in the Indonesian Language Subject on Fictional Texts.*"

2 RESEARCH METHODS

The general objective of this research is to analyze reading literacy skills in the Indonesian language subject focusing on fictional texts for fifth-grade students at SD Negeri Cipete Selatan 05 Pagi during the even semester of the 2024/2025 academic year. The specific objectives of this study are as follows: (1) To describe the ability to read fictional texts in depth. (2) To describe the ability to comprehend the content of fictional texts. (3) To describe the ability to accurately explain the content of fictional texts.

The research employs a qualitative method. According to Sugiono, qualitative research is based on post-positivist philosophy, as it investigates the natural conditions of the research object, differing from experimental approaches (Abdussamad, 2022). In this

context, the researcher acts as the primary instrument, with purposive sampling employed for data collection. Data collection techniques use triangulation (combination), and data analysis is inductive/qualitative, emphasizing meaning rather than generalization.

This research is descriptive, designed to gather information about phenomena at the time of the study (Waruwu, 2023). Therefore, the goal of this descriptive approach is to present information systematically, factually, and accurately regarding the facts and characteristics of a specific population or area.

The primary data in this study consists of fifth-grade students at SD Cipete Selatan 05 Pagi. To obtain primary data, the researcher collected information directly from relevant parties through tests, observations, and interviews. The data collection techniques used in this research include observation, interviews, documentation, and field notes. Data analysis employs three stages of qualitative data analysis as proposed by Miles and Huberman, which are data reduction, data presentation, and conclusion drawing (Annisa & Mailani, 2023). Based on the data analysis framework developed by Miles and Huberman, the data analysis in this research is carried out through the following steps: (1) Investigating the collected data from various sources, including data descriptions such as written test results and interviews; (2) Categorizing the written test results; (3) Explaining data from the interview results; (4) Drawing conclusions from the classified and transcribed data and sources, which are then presented in the form of data presentation/exposition.

3 RESULT AND DISCUSSION

3.1 General Findings of the Research

SD Negeri Cipete Selatan 05 Pagi is a school that supports reading literacy activities. However, there are many obstacles in its implementation, resulting in the reading literacy program not running effectively. The principal gives the homeroom teachers the freedom to carry it out. Out of 12 classes, only 4 classes have implemented reading literacy activities. The following is a list of the implementation of reading literacy at SD Negeri Cipete Selatan 05 Pagi:

Table 1. Implementation of Reading Literacy at SD Negeri Cipete Selatan 05 Pagi

No	Class	Implementing Reading Literacy	Class Teacher
1.	I A	—	Fitriah, S.Pd
2.	I B	—	Fitriah, S.Pd
3.	II A	—	Sri Wijiningsih, S.Pd
4.	II B	—	Sri Wijiningsih, S.Pd
5.	III A	✓	Maryadih, S.Pd
6.	III B	✓	Nurhayati, S.Pd
7.	IV A	✓	Rukoyah, S.Pd
8.	IV B	✓	Lestari Utami, S.Pd
9.	V A	✓	H. Abdul Goni, S.Pd
10.	V B	✓	Adi Nugraha, S.Kom., S.Pd
11.	VI A	—	Rodiyanti, S.Pd
12.	VI B	—	Nelly Butar-Butar, S.Pd

One of the four classes implementing reading literacy, Class V B, led by Mr. Adi Nugraha, S.Kom., S.Pd., shows a low level of participation in reading literacy activities. Class V B does not have an official schedule for these activities and lacks adequate reading corner facilities in the classroom. The reading materials available in the reading corner come from the school's library collection. Class V B consists of 32 students, with 19 boys and 13 girls.

The available facilities include sufficient desks and chairs for all students, adequate lighting, a blackboard, and a projector provided by the school in each classroom. Overall, the infrastructure of Class V B supports an effective learning process. Throughout the academic year, Mr. Adi Nugraha, S.Kom., S.Pd., has implemented reading literacy in this class, and the results of the reading literacy test for fiction texts in Class V B are quite concerning. This is reflected in the students' scores, it can be seen in Table 2.

Table 2. Recap of Reading Literacy Scores of Class V B Students

Description	Total Students	Percentage
Score > KKM (Minimum Completeness Criteria)	0	0%
Score < KKM (Minimum Completeness Criteria)	32	100%
Total	32	100%
Class Average		52,58
Lowest Score		30
Highest Score		70

In the Indonesian language subject on fiction texts, the class teacher (Mr. Adi Nugraha) began by asking the students to open their Indonesian language textbooks. He then instructed the students to sit quietly at their desks and start reading a fiction piece titled "The Ant and the Bear" silently. The teacher provided 10 minutes for the students to read. Once they finished, he asked them to rewrite the story's content in their exercise books.

The reading literacy results for Class V B at SD Negeri Cipete 05 Pagi in South Jakarta show an average score of only 52.58, with the highest score being 70 and the lowest score 30. This indicates that none of the students reached the expected minimum score of 75. During the learning process, the teacher provided inadequate instruction, as it seemed he expected the students to learn independently. The teacher should have guided the students to ensure they truly understood the material being taught.

The assessment conducted to measure reading literacy in the Indonesian language subject on fiction texts for Class V B at SD Negeri Cipete 05 Pagi in South Jakarta refers to the following basic competencies and indicators. That can be seen in Table 3.

Table 3. Basic Competencies and Indicators of Reading Literacy in the Indonesian Language Subject on Fiction Texts

Basic Competencies	Indicator
3.8. Presenting events or actions while considering the setting of the story found in the fiction text.	3.8.1. Analyzing events or actions while considering the setting of the story found in the fiction text.

In implementing reading literacy instruction in the Indonesian language subject on fiction texts, students are expected to be able to analyze events or actions while considering the setting of the story found in the fiction text. To effectively analyze events or actions with regard to the story's setting, students must go through three stages. These three stages can be seen in Table 4.

Table 4. Three Stages of Reading Literacy Skills in the Indonesian Language Subject on Fiction Texts

Stages of Reading Literacy Skills in the Indonesian Language Subject on Fiction Texts
1) Ability to read fiction texts in depth
2) Ability to understand the content of fiction texts
3) Ability to explain the content of fiction texts accurately

From the observations conducted by the researcher, it was found that 100% of the students lack reading literacy skills because they are not stimulated to read fiction texts in depth. At the beginning of the lesson, the teacher only asked the students to read for 10 minutes without clear instructions, which led to students who finished reading early engaging in joking, chatting, and causing disruptions in the classroom.

Additionally, the students' understanding of the content was not assessed. When students are asked to read, the teacher should check their comprehension by asking questions related to the text. As a result, students were unable to write down what they understood from the reading. The lengthy reading time, interspersed with joking and chatting, along with the lack of comprehension checks, left the students unsure of what to write.

Based on the recap table of reading literacy scores for Class V B at SD Negeri Cipete Selatan 05 Pagi in South Jakarta, the scores are detailed according to the stages of reading literacy skills in the Indonesian language subject on fiction texts:

Table 5. Recapitulation of Reading Literacy Scores of Class V B at SD Negeri Cipete Selatan 05, South Jakarta, Detailed by Stages of Reading Literacy Skills

Description	Total Students		Percentage	
	Score > KKM (Minimum Completeness Criteria)	Score < KKM (Minimum Completeness Criteria)	Score > KKM (Minimum Completeness Criteria)	Score < KKM (Minimum Completeness Criteria)
<i>Kemampuan untuk membaca bacaan teks fiksi secara mendalam</i>	9	23	28,12%	71,87
<i>Kemampuan memahami isi bacaan teks fiksi</i>	6	26	18,75%	81,25
<i>Kemampuan menjelaskan isi bacaan teks fiksi dengan tepat</i>	0	32	0%	100%
Total		32		100%

3.2 Specific Research Findings

The results of this study include findings obtained by the researcher through various methods such as observation, interviews, field notes, and documentation. Interviews were conducted with several parties, including teachers and students of Class V B at SD Negeri Cipete Selatan 05 Pagi. The data analyzed aligns with the objectives and issues of this research. Therefore, the author will organize this writing into three sections:

a. Ability to Read Fiction Texts in Depth Among Class V B Students at SD Negeri Cipete Selatan 05 Pagi

Reading literacy instruction in Class V B at SD Negeri Cipete Selatan 05 Pagi is conducted during the Indonesian language subject, with the materials taught serving as the foundation for reading literacy skills. One of the materials used to assess reading literacy ability is reading fiction texts in depth.

In the first stage, to develop reading literacy skills in fiction texts, students must first read the fiction text thoroughly. The ability of Class V B students at SD Negeri Cipete Selatan 05 Pagi to read fiction texts in depth, as provided by the teacher, it can be seen in table 6.

Based on the table 6, the ability of Class V B students at SD Negeri Cipete Selatan 05 Pagi in South Jakarta to read fiction texts in depth, as provided by the teacher, shows that

out of 32 students, 28.12% scored above the minimum passing grade (KKM), while 71.87% scored below it.

This indicates that in the first stage of developing reading literacy skills in fiction texts, many students are still unable to read deeply. Reading literacy should begin with in-depth reading activities to comprehend the content effectively.

Table 6. Recap of Reading Literacy Scores for In-Depth Reading of Fiction Texts

Description	Total Students		Percentage	
	Score > KKM (Minimum Completeness Criteria)	Score < KKM (Minimum Completeness Criteria)	Score > KKM (Minimum Completeness Criteria)	Score < KKM (Minimum Completeness Criteria)
Ability to Read Fiction Texts in Depth	9	23	28,12%	71,87%
Total	32		100%	

From an interview conducted with one student who received a low score in the in-depth reading stage, it was revealed that: "I don't like reading. Especially when there's a lot of reading from the teacher. It makes me dizzy. I only study when there's a test, so I can get a good score. If there's no test, I don't need to study."

Additionally, the researcher interviewed the class teacher, Mr. Adi Nugraha, to confirm the scores obtained by Class V B students: "As a class teacher, teaching reading literacy is quite challenging. Teaching a fifth-grade class with a lot of material and limited time is a difficult challenge. Sometimes, it's hard enough to cover the lesson content, let alone add reading lessons, which makes it even harder. It's also difficult to manage the students, which reduces the time available for creating a conducive learning environment."

Based on the findings above, the low reading literacy skills among Class V B students at SD Negeri Cipete Selatan 05 Pagi in South Jakarta, particularly in the first stage of in-depth reading of fiction texts, can be attributed to students who are unwilling to spend time reading and to the teacher's limited time to stimulate students to engage in deep reading.

b. Ability to Read Fiction Texts with Comprehension Among Class V B Students at SD Negeri Cipete Selatan 05 Pagi

In the second stage, to develop reading literacy skills in fiction texts, students must read the fiction text with comprehension. The ability of Class V B students at SD Negeri Cipete Selatan 05 Pagi to read fiction texts while understanding the content, as provided by the teacher, it can be seen in table 7.

Table 7. Recap of Reading Literacy Scores for Understanding the Content of Fiction Texts

Description	Total Students		Percentage	
	Score > KKM (Minimum Completeness Criteria)	Score < KKM (Minimum Completeness Criteria)	Score > KKM (Minimum Completeness Criteria)	Score < KKM (Minimum Completeness Criteria)
Ability to Understand the Content of Fiction Texts	6	26	18,75%	81,25%
Total	32		100%	

Based on the table 7, the ability of Class V B students at SD Negeri Cipete Selatan 05 Pagi in South Jakarta to understand the content of the fiction texts provided by the teacher shows that out of 32 students, 18.75% scored above the minimum passing grade (KKM), while 81.25% scored below it.

From an interview conducted with one student who received a low score in the comprehension stage, it was revealed that: "I'm not used to reading, so when asked to read, I only read once and choose to chat with my friends instead."

The researcher also interviewed another student regarding their understanding of the content of fiction texts, who stated:

"I feel I understand when I can analyze the implied meaning and give my personal opinion about the text."

Additionally, the researcher interviewed the class teacher, Mr. Adi Nugraha, to confirm the scores obtained by Class V B students:

"As a teacher, I find it very difficult to implement reading habits because I only rely on the reading materials from textbooks."

Based on these findings, the low reading literacy skills among Class V B students at SD Negeri Cipete Selatan 05 Pagi, particularly in the second stage of understanding fiction texts, can be attributed to students who are not accustomed to reading and the teacher's ongoing struggle to promote reading habits, as they rely solely on materials from the students' textbooks.

c. Ability to Read Fiction Texts by Explaining the Content Among Class V B Students at SD Negeri Cipete Selatan 05 Pagi

In the first stage, to develop reading literacy skills in fiction texts, students must first read the fiction text in depth. The ability of Class V B students at SD Negeri Cipete Selatan 05 Pagi to read fiction texts deeply, as provided by the teacher, it can be seen in table 8.

Table 8. Recap of Reading Literacy Scores for Accurately Explaining the Content of Fiction Texts

Description	Total Students		Percentage	
	Score > KKM (Minimum Completeness Criteria)	Score < KKM (Minimum Completeness Criteria)	Score > KKM (Minimum Completeness Criteria)	Score < KKM (Minimum Completeness Criteria)
Ability to Accurately Explain the Content of Fiction Texts.	0	32	0%	100%
Total	32		100%	

Based on the table 8, the ability of fifth-grade students from SD Negeri Cipete Selatan 05 Pagi Jakarta Selatan to explain the content of the reading assigned by the teacher is as follows: out of 32 students, 0% achieved scores above the minimum passing grade (KKM), and 100% scored below the KKM. This means that at the third stage, the students as a whole have not been able to accurately explain the content of the reading. Yet, reading literacy should involve activities that accurately explain the content of the reading in order to develop good reading literacy skills.

From the interview conducted by the researcher with one student who received a low score for the ability to explain the content of the reading, it was found that: "I'm confused about what words to use, when reading I'm not focused on the text, I read quickly, and the teacher only gave instructions to read silently for 10 minutes."

The researcher also interviewed another student regarding the ability to accurately explain the content of the reading, who stated: "I forget some parts because I'm too focused on the words in the story and don't know where to start."

Additionally, the researcher interviewed the class teacher, Mr. Adi Nugraha, to confirm the students' scores in Class V B SD Negeri Cipete Selatan 05 Pagi Jakarta Selatan: "The levels of understanding vary. Some students grasp the essence of the reading quickly, while others take longer and lack interest in reading."

Based on the findings above, the reasons for the low reading literacy skills of the fifth-grade students from SD Negeri Cipete Selatan 05 Pagi Jakarta Selatan at the third stage, or their ability to explain the content of the reading accurately, are due to the students' lack of interest in reading, insufficient focus during reading activities, and the teacher's inadequate use of creative teaching models.

3.3 Discussion of Research Findings

Based on the general and specific findings of the research above, these findings will be analyzed according to the objectives and issues of this study. Therefore, the author will organize this writing into three parts:

a. In-depth Reading Literacy Skills of Fiction Texts Among Fifth Grade Students of SD Negeri Cipete Selatan 05 Pagi

Based on the findings above, 28.12% of the fifth-grade students from SD Negeri Cipete Selatan 05 Pagi have in-depth reading literacy skills in fiction texts. The low literacy skills among these students at the first stage, or their ability to read fiction texts deeply, are caused by the students' unwillingness to spend time reading and the teachers' limited time to encourage students to engage in deep reading.

The reasons for students not reading deeply include that during lessons, students only read when instructed by the teacher, a lack of interest in reading, difficulties in understanding the meaning contained in the text, insufficient reading habits, reading books only at the teacher's request, and students rarely seeking out books or reading materials according to their needs (Solahudin, Misdalina, & Noviati, 2022; Vioreza & Utami, 2023).

Therefore, based on the research findings and theories, it can be synthesized that the low in-depth reading literacy skills in fiction texts among fifth-grade students of SD Negeri Cipete Selatan 05 Pagi Jakarta Selatan are caused by: (1) Students, Students are unwilling to spend time reading and will only read when instructed by the teacher. (2) Teachers, teachers do not have enough time to encourage students to engage in deep reading.

b. Reading Literacy Skills in Understanding the Content of Fiction Texts Among Fifth Grade Students of SD Negeri Cipete Selatan 05 Pagi

Based on the findings above, 18.75% of the fifth-grade students from SD Negeri Cipete Selatan 05 Pagi have literacy skills in reading with an understanding of the content of fiction texts. The low literacy skills in understanding fiction texts among these students at the second stage, or reading with comprehension, are caused by students who are not accustomed to reading and teachers who still struggle to promote reading habits, as they only use materials from the students' textbooks.

The ability to comprehend reading is not an inherited skill; rather, it is the result of a diligent and trained teaching and learning process. The more skilled a person is at understanding a text, the clearer and more coherent their thought process becomes. Reading comprehension refers to the understanding of the content of the reading, limited to questions about what, how, why, where, and conclusions based on the issues within the text (Fitriani, 2020).

Therefore, based on the research findings and theories, it can be synthesized that the low ability to read with comprehension of fiction texts among fifth-grade students of SD Negeri Cipete Selatan 05 Pagi Jakarta Selatan is due to students not being accustomed to diligent reading and teachers still struggling to implement reading habits because they only use materials from the students' textbooks.

c. Reading Literacy Skills in Explaining the Content of Fiction Texts Among Fifth Grade Students of SD Negeri Cipete Selatan 05 Pagi

Based on the findings above, 100% of the fifth-grade students from SD Negeri Cipete Selatan 05 Pagi have the ability to read fiction texts and explain their content. However, the reasons why these students have low literacy skills in reading and explaining fiction texts at the third stage, or reading with the ability to explain the content, are due to

students lacking interest in reading, insufficient focus during reading activities, and teachers not using creative teaching models.

In essence, reading is a thinking process. To understand a text, the reader must first comprehend the words and sentences they encounter through in-depth reading. If the reader does not engage in critical thinking, their reading will be hindered. The reader then draws conclusions based on the material read. Therefore, readers are required to think systematically, logically, and creatively. Based on these conclusions, readers can evaluate the reading material. The activity of evaluating demands critical thinking skills (Harianto, 2020).

Thus, based on the research findings and theories, it can be synthesized that the low ability of fifth-grade students at SD Negeri Cipete Selatan 05 Pagi Jakarta Selatan to read fiction texts and explain their content is due to a lack of interest in reading, insufficient focus during reading activities, and teachers not using creative teaching models.

4 CONCLUSION

The conclusion from the research conducted on the reading literacy skills of fifth-grade students from SD Negeri Cipete Selatan 05 Pagi Jakarta Selatan is that the low reading literacy abilities of the students are caused by: (1) In-depth Reading Literacy Skills of Fiction Texts Among Fifth Grade Students of SD Negeri Cipete Selatan 05 Pagi. The low in-depth reading literacy skills in fiction texts among fifth-grade students of SD Negeri Cipete Selatan 05 Pagi Jakarta Selatan are caused by (a) Students, students are unwilling to spend time reading and will only read when instructed by the teacher, (b) Teachers, teachers do not have enough time to encourage students to engage in deep reading. (2) Reading Literacy Skills in Understanding the Content of Fiction Texts Among Fifth Grade Students of SD Negeri Cipete Selatan 05 Pagi. The low ability to read with comprehension of fiction texts among fifth-grade students of SD Negeri Cipete Selatan 05 Pagi Jakarta Selatan is caused by students who are not accustomed to diligent reading and teachers who still struggle to implement reading habits because they only use materials from the students' textbooks. (3) Literacy Ability to Read Fiction Texts by Explaining the Content of Fiction Texts Among Fifth Grade Students of SD Negeri Cipete Selatan 05 Pagi. The low ability to read and explain the content of fiction texts among fifth-grade students of SD Negeri Cipete Selatan 05 Pagi Jakarta Selatan is caused by students lacking interest in reading, insufficient focus during reading activities, and teachers not using creative teaching models.

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