

PROFILE OF READING SKILLS COMPREHENSION OF HISTORICAL STORIES IN STUDENTS ELEMENTARY SCHOOL

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Abstract. The focus of this research is to describe the skill profile of reading comprehension of historical stories about the events surrounding the proclamation of Indonesian independence for students in elementary schools. Reading comprehension of historical stories is an important aspect in developing literacy and understanding historical content. The research method use descriptive research with students and elementary school teachers in the city of Surakarta. The instruments is interview, observation and documentation. The validity of the data is proven through triangulation of techniques and sources. The collect data are analyz interactively to identify the skill profile of reading comprehension of historical stories. The results show that students in primary schools in Surakarta have varying levels of reading comprehension skills of historical stories. Many factors can affect students reading comprehension skill of historical stories. The implication is developing effective learning media to improve students reading comprehension skills of historical stories.

Keywords: Elementary School, Historical Stories, Reading Skill Comprehension

INTRODUCTION

One part of the aspects of language skills that must be owned by every human being, especially a student is reading. If someone does reading activities, it will automatically increase vocabulary, increase knowledge, train speech organs, train reasoning, and also be able to respond to the contents of the reading they read (Ambarita et al., 2021). Language is a means of expressing ideas, complete ideas are usually presented in text form (Priyatni, 2015). Development of basic competencies in Indonesian language subjects in the realm of knowledge and skills in elementary schools using text-based learning. Regulation of the Minister of Education and Culture Number 37 of 2018 concerning Amendments to Regulation of the Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies in the 2013 Curriculum in Basic Education and Secondary Education Attachment to the Core Competencies and Basic Competences of Indonesian in fifth grade SD/MI there is a content of historical narrative text material about the events before and after the proclamation of independence of the republic of Indonesia. Based on the field notes, the contents of historical story material in class V are contained in the theme books they use and in student worksheets as material deepening. The text of historical stories contained in the media of this book is only in the form of long paragraphs without pictures and tends to be less motivating for children to understand the contents of the reading.

Indonesia is still said to be in the low category for the ability to read comprehension of long texts. Data from the Ministry of Education and Culture show that in an international study, namely the Student Assessment Program (PISA) in 2018, Indonesia's results were in 74th place, aka sixth from the bottom. The reading ability of Indonesian students with a score of 371 is in position 74. This reading ability is influenced by low abilities, including in terms of: understanding paragraph ideas, reading graphs, understanding relationships between facts, linguistic logical relationships, and finding reading ideas. The study conducted (Ambarita et al., 2021) showed that grade 3

elementary school students did not yet have good reading comprehension skills and there were even some students who were not fluent in reading. similarly to the research conducted by (Wulandari et al., 2021) on Indonesian material, there were some students who had difficulty understanding the contents of the reading text during reading comprehension activities. Of the various problems that occur both from preliminary studies and previous research, one of the contributing factors is the lack of motivation of students, if students do not have a strong interest in reading, they may not develop adequate reading skills. In addition, according to (Ngalimun, 2014) one aspect that is needed by readers in carrying out reading comprehension activities is vocabulary mastery. The same thing was revealed by (Denton et al., 2022) that the level of reading comprehension skills is supported by the mastery of vocabulary meanings. From this explanation, students who are not familiar with many words and phrases will have difficulty understanding the true meaning of the text they read.

Reading comprehension skills can also be affected by the lack of reading practice carried out by students outside the school environment (Yildiz, 2021). Students who rarely read books or other reading material may not be trained in understanding the text properly. In line with this, inadequate fulfillment of the need for reading books and low encouragement of reading skills among students (Akidah & Hamsa, 2022). Another opinion according to (Goldfeld et al., 2021) is that the gap in reading skills is influenced by the socio-economic level of the family. Another problem from previous research by (Sari et al., 2021) is the problem that is often faced by teachers related to reading comprehension skills of historical stories, namely the attitude of students where when the teacher gives the task of reading a historical story text, some students seem unable to focus himself to read instead of talking to himself and joking with his friends. It can be concluded that the low comprehension of students' reading skills is influenced by the lack of interest, attention and involvement of students during reading activities. From the preliminary study in the field, it was found that students' reading media was limited to theme books. In this era of digitalization, there is no learning media specifically for reading skills that carry the concept of digitization. In elementary schools they still use manuals as reading sources where historical stories are only contained in long paragraphs and are less interesting. This is related to students' low reading motivation due to the reading media which is still manual. There is a positive relationship between reading motivation and reading comprehension (Yeung, 2022). So to increase the reading motivation of high grade students, it is necessary to have a stimulus from several learning tools so that it can improve students' reading comprehension skills.

Reading and understanding historical stories is considered important because students are encouraged to consider the interrelationships of life experienced by themselves, society and their nation, so that they grow into a young generation who have historical awareness, get positive inspiration from stories of heroes which ultimately encourages the formation of participants' mindsets. students in a rational, critical, empirical direction, and no less important is learning history which develops an attitude of respect for human values (Ningrum et al., 2017). In class V elementary school learning, historical story material is specified in the events leading up to, the seconds and after the proclamation of independence of the Republic of Indonesia. The key to mastering science is at the level of one's reading comprehension skills (Lepper et al., 2022). Reading skills are skills that must be possessed by elementary school students. Without reading skills, students may find it difficult to understand the contents of books or story texts (Aviani, 2021).

Indicators of reading comprehension according to PIRLS are understanding explicit information, making direct conclusions, interpreting and integrating ideas and information, and evaluating and criticizing content and textual elements (Yildiz, 2021). In addition, (Fikriyah et al., 2021) argues that indicators of reading comprehension are a) determining the main idea of each paragraph in the reading text, b) answering questions about the contents of the reading text, c) making conclusions from the reading text, and d) Retell the content of the text that has been read. More concisely according to (Muliawanti et al., 2022) describes students' reading comprehension abilities as measured through reading comprehension indicators including a) the ability to grasp the meaning of words or expressions in reading, b) the ability to grasp implicit or explicit meanings, and c) the ability to make conclusion. So this study uses modified indicators from the opinions of several experts above, namely understanding the 5W1H information in the reading, determining the main idea, making conclusions from the reading and being able to retell the contents of the reading using their own language.

Previous research conducted by (Okta & Muhammadi, 2021) with the title Development of Integrated Thematic Learning Media Using Macromedia Flash in Historical Narrative Material in Class V shows the result that there is a lack of learning media for historical narrative material, it is necessary to develop learning media. The variable equation is related to historical stories while the difference is that the previous research methodology used development research while this research used qualitative methods. Meanwhile (Wati & Sudigdo, 2019) has conducted research entitled Writing Skills of Historical Narrative Essays Through the Mind Mapping Learning Model for Elementary School Students with historical narrative results that are still not of interest to students. The variables in common are historical stories and the differences in writing and reading skills. research related to reading comprehension skills has been carried out by (Ambarita et al., 2021) with the results of low reading comprehension ability and low grade III student learning outcomes. So with the consideration of previous research which showed the low interest of students in historical narratives and the low skills of reading comprehension of students, the researcher combined the variables into a new research, namely analyzing the skill profile of reading comprehension of historical stories in elementary school students. The focus of this research is to describe the skill profile of reading and understanding historical stories about the events surrounding the proclamation of Indonesian independence in upper grade students in elementary schools.

RESEARCH METHOD

This study uses a descriptive qualitative approach. Descriptive research aims to describe natural phenomena and human engineering (Sukmadinata, 2013). This approach is used to gain an in-depth understanding of the skill profile of reading comprehension of historical stories in elementary school students. The research subjects were grade 5 students and teachers of SDN Karangasem No. 61 Surakarta. This study used a purposive sampling technique. Students were selected based on a variety of ages, backgrounds, and levels of reading ability to ensure adequate representation of the population. Observations were made to observe students while reading historical stories. These observations include their behavior, strategies, difficulties that arise, and their reactions to the stories they read. The researcher recorded detailed field notes during the observations. Individual interviews were conducted with students to gain deeper insight into their perceptions, experiences and approaches in reading comprehension of historical stories. This interview uses a structured interview guide and open-ended questions to facilitate in-depth discussion. Relevant supporting documents and materials, such as reading tests, test results, or assignments related to historical stories, are collected to provide additional information about reading comprehension skills. These documents will be analyzed in depth. Triangulation of techniques and sources was used in this study to produce a comprehensive understanding of students' reading comprehension skills of historical stories. Interactive analysis is used to process the findings data to then be presented and conclusions drawn.

RESULT AND ANALYSIS

1.1 Research results

The results of the main findings from this study regarding the profile of reading comprehension skills of historical stories in elementary school students. This study used interview, observation, and documentation data collection techniques to explore students' understanding of reading skill indicators, namely understanding 5W1H information in reading, determining main ideas, making conclusions from reading, and being able to retell the contents of reading using their own language. The material for historical stories includes the Rengasdengklok incident, the seconds of the proclamation of independence and the dissemination of the news of the proclamation. Interviews were conducted with elementary school students to gain their understanding of historical narrative reading skills. List of interview questions for indicators of understanding 5W1H Information in Reading, namely: What is meant by 5W1H in reading historical stories? How do students determine who, what, when, where, why and how in the context of the historical stories they read? You give examples of how students identify 5W1H in the historical stories they

read? The results of the interview indicators for understanding 5W1H information in reading show that most students understand the meaning of 5W1H but to show why and how in reading there are often obstacles when information is presented implicitly. It can be seen in the historical story of the moments of the proclamation of independence that most students can mention when, where, who played an important role in the event and outline how the event went. But no one has been able to answer precisely the reasons why the location was chosen and why it was Soekarno-Hatta who read the proclamation. As with the historical stories of Rengasdengklok, most of them still cannot explain how the plot is complete and why this event occurred.

The indicator determines the main idea, the question is what is meant by the main idea in a historical story? How do students find the main idea in the historical story they read? And are students able to convey the main idea correctly and explain it? The results of the interviews from the indicators to determine the Main Idea of a small number of students have been able to show the main ideas per paragraph correctly. But most students assume that the main idea is in the first sentence of each paragraph. They feel too many paragraphs are not interesting to read carefully. It can be seen that in determining the points of the Rengasdengklok event, students still miss the points of important events that occurred. Indicator Making Conclusions from Reading: How do students make conclusions from the historical stories they read? What are the factors that influence students' ability to make relevant conclusions? And can you provide concrete examples of how students make conclusions from historical stories? The results of this indicator interview were obtained from the information provided by the teacher. It was stated that students had not made complete conclusions. Students who understand well the 5W1H information principle will be better at making conclusions. Most students after reading historical stories once can make conclusions from the text even though it is not complete. The results seen in the important points that students get after reading historical stories still contain a periodization of events that have not been revealed as a conclusion. This is especially in the Rengasdengklok incident, most of the moments for the proclamation of the students are quite complete in concluding the storyline.

Indicator Retelling the contents of the reading using their own language: Are students able to retell the contents of the historical stories they read using their own language? How do students organize and convey back the information they get from reading? And can you give examples of how students retell historical stories using their own language? The interview results from the indicator Retelling Reading Content Using Your Own Language get answers from the teacher. The activity seen among the indicators is making conclusions by retelling in their own language, which is sometimes considered an activity by the class teacher. When communicating the reading results, students tend to make conclusions and retell in their own language the historical stories they have read. Although most of the information conveyed in their own language is incomplete, it contains elements of 5W1H. students communicate again in the learning discussion process by coming to the front of the class. The indicator draws conclusions and retells most of it in the same activity, so because many periodization points are missed, especially in the historical story of Rengasdengklok, the stories conveyed by students in their own language are not complete with points of events.

Observations were made in class during the activity of reading historical stories, to observe how students apply reading skills. observation guidelines according to the indicators namely Understanding 5W1H Information in Reading: pay attention to whether students are able to identify and understand who, what, when, where, why, and how in the historical stories they read. observing whether students can explain clearly and precisely about 5W1H in the historical story. The results of observations on the indicator of Understanding 5W1H Information in Reading show that most students are able to mention 5W1H but to identify it in reading is still constrained by long paragraphs. Questions and answers conducted by the teacher after students have read the text of the Rengasdengklok event can answer a few questions why and how the incident occurred. Whereas who, when and where did the Rengas Dengklok incident occur, some students were able to answer it. Different things are shown in the moments of the proclamation. Most students have been able to answer the question who has an important role, where, when and how events occur. While the question of why or which is more critical, a few have been able to answer but not yet precisely. Indicator Determining Main Idea: paying attention to whether students can identify the main idea or main message contained in historical stories. observing whether students can explain the main idea clearly and can provide supporting arguments. The results of observations on indicators determining the main idea show that a small proportion of students have been able to

determine the main idea per paragraph correctly. It can be seen from this indicator that most students are less interested in reading carefully. Shown with some of them showing the main idea is in the first sentence in each paragraph. The arguments given by students in determining the main idea using the keyword technique per paragraph. Determining the main ideas related to student activities determines the periodization of the historical stories they read. Most students have been able to correctly determine the periodization of the seconds of the proclamation. As for the Rengasdengklok incident and the spread of news after the proclamation, the periodization has not been completely determined.

Indicator Making Conclusions from Reading: paying attention to whether students are able to make the right conclusions based on the information contained in historical stories. Observe whether the conclusions made by students have a logical connection with the historical stories they read. The results of observations from indicators making conclusions from the reading show that students have been able to provide conclusions with most of them being provided with assistance by the teacher. It can be seen when students submit information for conclusions that they do not fulfill the 5W1H elements completely. Factors that make students less confident and confident in conveying conclusions are reading historical stories only once and not carefully absorbing information. Indicator Retelling the contents of the reading using their own language: pay attention to whether students are able to organize and retell the contents of historical stories using their own language. observing whether students can convey relevant information in a clear and structured manner. The observation results from the indicator Retelling Reading Content Using Your Own Language show that the activities of drawing conclusions and retelling in your own language tend to be one and the same activity. Some of the retelling processes have a simple concept and some still receive additional information from the teacher when they come forward in front of the class. Activities of students related to indicators conclude and retell into one unit. After the reading process, the teacher conducts question and answer 5W1H which at the same time can find out how far students can summarize the information in the reading, then are given the activity of re-communicating the story in their respective languages.

In addition, we also collect documentation in the form of test results or written assignments that measure students' ability to understand 5W1H information, determine main ideas, draw conclusions, and retell reading content using their own language. Historical story text material is contained in semester 2 theme 7 entitled events in life sub-theme 2 national events surrounding the proclamation of independence in Indonesian language lesson content KD 3.5 and 4.5 related to reading comprehension skills and social studies KD 3.4 and 4.4 related to historical story texts. Core competencies 3 and 4 are explained in more detail with the basic competencies of Indonesian language lesson content as follows: 3.5 Exploring important information from historical narrative texts presented orally and in writing using the aspects: what, where, when, who, why, and how, and 4.5 Present important information from historical narrative texts using the aspects of: what, where, when, who, why, and how as well as standard vocabulary and effective sentences. As for the basic competencies of social studies subject matter, they are as follows: 3.4 Identifying the important factors that caused the colonization of the Indonesian people and the efforts of the Indonesian people to defend their sovereignty, and 4.4 Presenting the results of the identification of the important factors that caused the colonization of the Indonesian people and the Indonesian people's efforts to defend their sovereignty .

1.2 Data Analysis

Data collected from interviews, observations, and documentation were analyzed using a qualitative approach. The analysis was carried out by identifying patterns, themes, and similarities in students' responses to the indicators of reading skills studied. The results of this analysis form a skill profile of reading comprehension of historical stories in elementary school students. Profile of Reading Comprehension of Historical Story Skills Based on data analysis, we can conclude that the profile of reading comprehension skills of elementary school students is related to the indicators studied. The following is an analysis of the main findings:

1.2.1 Understanding 5W1H Information in Reading

Some students are able to understand 5W1H information (Who, What, When, Where, Why, How) in the historical stories they read. They can identify characters, events, places, times, reasons, and ways in historical stories well. However, some students still experience difficulties in relating this

information to a wider historical context. 5W1H of the Rengasdengklok event can be partially understood by students, it's just that for the questions how and why, a small number of them can answer. Meanwhile, the events of the seconds of the proclamation were more widely understood by students. In accordance with the opinion (Fikriyah et al., 2021) that students' reading comprehension skills can be seen from the ability to answer questions in reading. It can be seen that the majority of students are able to mention 5W1H information in the reading, and most of them are also able to answer questions related to 5W1H from the reading. Strengthened by the results of the observation that only a small proportion of students have not been able to reveal information regarding why and how it is presented implicitly.

1.2.2 Determining the Main Idea

Most students are able to determine the main idea or main ideas in the historical stories they read. They can identify the core of the story and relate it to additional information available. However, some students still have difficulty formulating the main idea correctly and distinguishing it from secondary details. A small number of students were still not able to uncover the points of events that spread the news after the proclamation. Apart from that, the periodization of the Rengas Dengklok event was also incomplete, as was mentioned by students who had read historical story texts. Opinion (Priyatni, 2015) that the text contains various ideas. So after students read and understand historical stories they should be able to determine the main idea of each paragraph they read. This is supported by (Yildiz, 2021) and (Fikriyah et al., 2021) that one indicator of students having good reading comprehension skills is being able to determine the main ideas or ideas of the paragraphs they have read. But the findings show that most of them have not been able to show the main idea due to historical stories that are less interesting to read carefully because there are many paragraphs. This is supported by the opinion (Yeung, 2022) that reading motivation has a positive impact on a person's reading skills.

1.2.3 Making Conclusions from Reading

The majority of students are able to make relevant conclusions from the historical stories they read. They can conclude the message, lesson, or impact of the story. However, there are students who need to be given more guidance and guidance in developing the ability to make in-depth conclusions and relate to the historical context as a whole. It can be seen that most of them have been able to make conclusions although some are not yet complete according to the 5W1H elements. As in the moments of the proclamation and the Rengasdengklok incident, students have been able to answer elements of 5W1H and tell stories about events in their own language. Based on the opinion (Lepper et al., 2022) that reading comprehension skills are shown by the depth to which a person understands the reading. One of the conclusions made by students is that most of them are not perfect, one of which is loanwords from the Netherlands and Japan during the colonial period. In accordance with the opinion (Denton et al., 2022) and (Muliawanti et al., 2022) that vocabulary mastery is very influential for the development of reading skills in understanding a content.

1.2.4 Able to Retell Content Using Their Own Language

In general, students are able to retell the contents of historical stories using their own language. They can retell events, describe characters, and convey important information in a language they understand. However, it should be noted that some students still need guidance in expanding vocabulary and constructing sentences that are more complete and structured. The activities of retelling and drawing conclusions are mostly the same activity. In line with the opinion (Ambarita et al., 2021) when students are able to provide responses to the reading they have read, their reading comprehension skills have begun to develop. By providing conclusions and retelling in their own language, it shows that students have understood the historical stories they read. Even though in giving conclusions, they still received additional information from the teacher when communicating again in front of the class. This is related to the reading attitude of students who are less interested in historical story texts with many and long paragraphs. Students' interest in historical story titles affects the absorption of information which directly also influences the process of retelling the contents of the historical story texts they read. Most of the moments of the proclamation were better understood by students as shown by their confidence when communicating in front of the class. True enough according to (Sari et al., 2021) that the skill of reading comprehension of historical stories is the attitude of students where when the teacher gives the task of reading a text of historical stories, some students seem unable to focus on reading but instead talk to themselves and joke with their friends.

1.3 Research Implications

The findings of this study have important implications for the development of learning to read and understand historical stories in elementary schools. The implications that can be drawn include:

1.3.1 Strengthening 5W1H Information Understanding Skills

Teachers need to pay attention to developing students' skills in understanding 5W1H information in historical stories. Through structured activities and clear guidelines, students can be more skilled in identifying and connecting important information with the historical context being studied. Just an example is by making mind mapping 5W1H from historical story texts that have been read.

1.3.2 Development of Ability to Determine Main Idea

The teacher can involve students in reading historical stories that focus on determining the main idea. By providing appropriate examples and exercises, students can improve their ability to identify main ideas and distinguish them from secondary details.

1.3.3 Development of Ability to Make Conclusions

Teachers can encourage students to think critically and make deeper conclusions from the historical stories they read. Group discussions and reflective assignments can be effective strategies for strengthening the ability to draw conclusions and relate them to the historical knowledge that has been learned.

1.3.4 Improving Ability to Retell Reading Content

Through repeated practice and constructive feedback, students can develop their ability to retell reading content using their own language. Teachers can provide opportunities for students to practice compiling narratives based on the historical stories they read, as well as provide constructive feedback to help them improve clarity and completeness in the language used.

The limitations of this study are the limited sample size and limited research locations to elementary schools in the city of Surakarta. Therefore, generalization of the findings needs to be done with caution. Follow-up research with a larger sample and involving a variety of elementary schools can provide a more comprehensive picture of the profile of reading comprehension skills in students' historical stories. In conclusion, this study provides a profile of reading comprehension skills for elementary school students related to indicators of understanding 5W1H information, determining main ideas, making conclusions from reading, and being able to retell reading content using their own language. The implications of this research provide direction for the development of learning to read comprehension of historical stories, integration in the curriculum, teacher training, and further research to deepen understanding of reading comprehension skills of historical stories in elementary school students.

CONCLUSION

This qualitative research aims to identify the profile of reading comprehension skills of historical stories in elementary school students. Through analysis of the data obtained from interviews, observation and documentation, the results of the research show several significant findings. First, it was found that most of the elementary school students had limited reading comprehension skills of historical stories. They tend to experience difficulties in identifying 5W1H information, concluding, and making inferences from historical narrative texts. Limited vocabulary and understanding of the historical context are also obstacles for students in understanding historical stories well. Second, the factors that influence the reading comprehension skills of elementary school students include inadequate media, ineffective teaching methods, and lack of stimulation and adequate support in the learning environment. In addition, the teacher's role in facilitating reading comprehension skills of historical stories is also very important. Third, most students understand more about historical stories related to the moments of the proclamation than the events of Rengasdengklok or the spread of news after the proclamation. This is influenced by the title of the historical story and the complexity of the flow of events.

Based on these findings, several suggestions and implications can be drawn. First, it is necessary to develop a curriculum that is more integrated and provides more interesting and relevant historical story content for students. Second, teachers need to use various teaching strategies and approaches that focus on understanding historical stories, such as discussion activities, group

reading, and the use of visual resources. In addition, it is also important to provide adequate support and stimulation to students outside the school environment. Increasing the awareness of parents and the community regarding the importance of reading and understanding historical stories can be an effective step in improving students' reading comprehension skills. In the context of education, this research makes an important contribution to understanding the skills of reading comprehension of historical stories in elementary school students.

The implications of this research are expected to be used as a basis for the development of more effective learning strategies in improving reading comprehension skills of historical stories at the basic education level. However, keep in mind that this study has some limitations. The research sample was limited to a few elementary schools in a certain area, so generalizations of the findings need to be made with caution. Suggestions for further research are to involve a more representative sample and expand the scope of the research to a wider area in order to gain a more comprehensive understanding of the reading comprehension skills of historical stories in elementary school students.

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