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## LEARNING READING SKILLS IN GRADE IV SDN SINDANGRAJA 1

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### ABSTRACT

Reading skills are one of the important aspects in supporting the learning success of elementary school students, especially in the ability to understand the content of reading texts. This study aims to describe the implementation of reading skill learning, identify obstacles in the learning process, and examine teachers' efforts in improving the reading skills of grade IV students of SDN Sindangraja 1. This study uses a qualitative approach with a descriptive method. The research subjects consisted of teachers and students of grade IV. Data collection was carried out through observation, interview, and documentation techniques. The results of the study showed that the learning of reading skills had been carried out in accordance with the learning flow, but the implementation still focused on reading text and answering questions. Students' reading ability shows that some students have reading fluency, but the ability to understand reading, identify main ideas, and conclude the content of the text is still relatively low. Based on the results of observations and interviews, obstacles in reading learning include limited vocabulary mastery, low interest in reading, differences in reading ability between students, and limited learning time. Teachers' efforts to improve students' reading skills are carried out through direct guidance, providing reading examples, and the implementation of simple discussions. However, these efforts still need to be developed through the implementation of a more structured reading learning strategy and the habituation of literacy activities on an ongoing basis. This research is expected to contribute to efforts to improve the quality of reading skill learning in elementary schools.

**Keywords:** *reading learning, reading skills, elementary school, grade IV*

### INTRODUCTION

Indonesian learning in elementary schools is directed to foster students' language skills that include listening, speaking, reading, and writing skills in an integrated manner. The four skills are closely related and complementary in forming students' language competence as a whole. Listening skills function as a foundation for the development of speaking skills, reading skills play a role in deepening language understanding, while writing skills are a form of students' ability to express opinions in writing. The mastery of adequate language skills is an important factor in supporting the success of students in following the learning process, both in Indonesian subjects and in other subjects that require an

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understanding of various written texts. Among these four skills, reading occupies the first position because it is the main means for students to obtain information, understand learning concepts, and develop insight and critical thinking skills. Through reading activities, students can access various sources of knowledge, enrich vocabulary, and improve their ability to understand and process information systematically.

Reading should be seen as a basic need, not an activity that is carried out because of compulsion, because through individual and group reading activities can obtain various information needed. Somadoyo explained that reading is an interactive activity to learn and understand the meaning of the meaning contained in written materials. Somadoyo (2011:4) explained that reading is an interactive activity to learn and understand the meaning or meaning contained in written materials. Reading activities in daily life = daily need to be improved because reading can increase intelligence, as well as increase creativity and imagination for a person or group in the meaning or meaning contained in a reading text. The emergence of the will to acquire knowledge is supported by an interesting learning process. Teachers have an important role in the implementation of learning, so that students' willingness can be interested in participating in the learning process. One of the determinants is the teaching method. Accuracy in the selection of methods will determine the final result of the student's will, as well as in terms of reading interest. Abidin (2012:59) explained that reading learning is a series of activities carried out by students to achieve reading skills. Learning to read is not solely done so that students are able to read, but a process that involves all mental activities and students' willingness to think in understanding, criticizing, and producing a written discourse.

Reading skills are one of the important aspects of language learning in elementary school. This ability is the foundation for mastery of various subjects because most of the learning materials are presented in the form of written texts. With adequate reading skills, students can understand learning materials better, develop critical thinking skills, and achieve optimal learning outcomes. At the grade IV level of elementary school, students are expected to not only be able to read fluently, but also have the ability to understand the content of the reading, identify key ideas, and draw conclusions from the text read.

Learning reading skills has a clear legal basis. Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to develop the potential of students to become human beings who have faith, knowledge, ability, creativity, independence, and are able to communicate effectively. Reading skills are an important part of literacy competencies and the ability to communicate effectively. Reading skills are an important part of students' literacy competencies and communication skills. In addition, Permendikbud Number 67 of 2013 concerning the Basic Framework and Structure of the Elementary School Curriculum states that Indonesian subjects are directed to



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develop students' oral and written language skills, including reading skills. The Independent Curriculum also places strengthening reading literacy as one of the main focuses of learning in elementary schools.

Reading is a cognitive process that involves the ability to recognize the symbols of written language as well as understand the meanings contained in them. Putranto, et al (2023) explained that reading is a process that readers carry out to obtain the message conveyed by the author through written language media. This process is active because it involves the interaction between the reading text, the reader's initial knowledge, and the social and cultural context. In a constructivist view, the understanding of reading is actively built by students through meaningful learning experiences. According to Sari, et al (2021), grade IV students are at a concrete operational stage, so reading learning needs to be associated with real situations, the use of texts that are appropriate to age characteristics, and the application of learning strategies that help students build reading comprehension gradually. There are four groupings in reading, which are as follows:

1. Technical Reading

Technical reading is often termed reading aloud. The technique of teaching is vocalization or voicing reading materials. The purpose of vocalization is that students can find their own understanding as well as other people's reading materials.

2. Reading by Heart

Reading by heart is a continuation of technical reading skills. Reading by heart does not require the activity of voicing the symbols of the written language (vocalization). Reading in the heart is controlled by the ability to empower the reader's eye focus and schema when scanning reading materials. Schematics are knowledge and experiences stored in the mental realm of interaction.

3. Quick Reading

The definition of speed reading is aimed at improving students' ability to read quickly. In this case, students are required to be able to read a relatively large amount of reading material in a short time allocation (limited) with an adequate understanding of the reading content. For this reason, time allocation, reading materials, and understanding of reading content are the main things in fast reading.

4. Reading Language

Language reading is aimed at finding out the accuracy of the use of language in reading. So, reading language is not aimed at understanding the content of reading but knowing about the use of language in a reading material

Various research results show that the reading comprehension ability of elementary school students is still at a relatively low level. The results of literacy studies, both national and international, such as the Programme for International Student Assessment (PISA), show that the reading literacy ability of Indonesian



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students is still below the international average. This phenomenon is also reflected in learning practices in elementary schools, where many students have difficulty understanding the content of the text, determining the main idea, and answering questions that require reading comprehension. The low reading ability is influenced by a number of factors, including the lack of variety of learning methods, the limited application of structured reading strategies, and the lack of meaningful reading habits in the classroom.

This condition is also based on the results of initial observations carried out in grade IV of SDN Sindangraja 1. In learning Indonesian, some students still have difficulty in understanding the reading text, especially in finding the main idea and concluding the content of the reading. Reading learning that is carried out tends to be centered on reading texts and doing problems, without being supported by learning strategies that can help students understand reading in depth. This situation causes student involvement in reading learning to be not optimal and has an impact on the achievement of learning outcomes.

The results of previous research show that previous skills show that the reading skills of elementary school students can be improved through the implementation of appropriate learning strategies and approaches. Several studies have revealed that the use of integrated reading strategies, the use of contextual texts, as well as discussion and question and answer activities can improve students' reading comprehension skills. Other research has also shown that students' active involvement in the reading process has a positive impact on the ability to understand the content of reading and increase reading interest.

However, most previous research has focused more on testing the effectiveness of certain learning methods or strategies. Research that examines in depth the learning process of reading skills in grade IV elementary schools based on real conditions in the field is still limited, especially at SDN Sindangraja 1. In addition, studies that reveal obstacles in reading learning and the efforts made by teachers to overcome them are still relatively few. Therefore, this research is important to fill this gap by comprehensively examining the learning of reading skills in grade IV of SDN Sindangraja 1, so that it is expected to make a theoretical and practical contribution to improving the quality of reading learning in elementary schools.

## METHODS

This study applies a qualitative approach using a descriptive method. The qualitative approach is used because the research aims to examine and explain in depth the implementation of reading skill learning in grade IV of SDN Sindangraja 1 in accordance with the conditions that take place in the field. The descriptive method is used to present a systematic overview of the reading learning process,



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the various obstacles that arise during learning, and the efforts made by teachers to improve students' reading skills. The research was carried out at SDN Sindangraja 1, Sukaluyu District, Cianjur Regency. With the research subject consisting of 1 grade IV teacher and 30 grade IV students. Grade IV teachers act as the main data source to obtain information related to the planning and implementation of reading skill learning, while grade IV students function as a source of supporting data to obtain data on student involvement and reading ability in learning activities.

Data collection in this study was carried out through observation, interviews, and documentation studies. Observation was carried out to directly observe the implementation of reading skill learning in grade IV, including the activities of teachers and students during the learning process. Interviews were conducted in a semi-structured manner to grade IV teachers to explore in-depth information about the reading learning strategies implemented, obstacles faced, and steps taken to improve students' reading skills. In addition, interviews were also conducted with several students to find out their learning experiences and difficulties they experienced in learning to read. Documentation studies are used to complement research data in the form of learning tools, such as Learning Implementation Plans (RPP), teaching materials, textbooks, and student work results related to reading skill learning. The instruments used in this study include observation sheets, interview guidelines, and documentation sheets. Observation sheets are used to record reading learning activities, interview guidelines as a guide in obtaining data from teachers and students, while documentation sheets are used to collect written data that supports research results.

Data analysis is carried out through several stages, namely data reduction, data presentation, and conclusion drawn. The data reduction stage is carried out by selecting and concentrating data that is relevant to the research objectives. Furthermore, the data is presented in the form of a descriptive description so that the research results are easy to understand. The final stage in the form of drawing conclusions is carried out based on the results of data analysis to answer the research focus that has been set. The validity of the data in this study is maintained through the application of triangulation techniques and source triangulation. Technical triangulation is carried out by comparing data obtained through observation, interviews, and documentation. Meanwhile, source triangulation is carried out by comparing information obtained from teachers and students. Thus, the data produced is expected to have a high level of validity and can be scientifically accounted for.

## RESULTS AND DISCUSSION

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Based on the results of the research, the learning of reading skills in grade IV of SDN Sindangraja 1 is carried out in Indonesian subjects guided by learning tools that have been prepared by teachers, such as Learning Implementation Plans (RPP) and textbooks used in schools. Learning activities generally begin with the preliminary stage which includes apperception activities and the delivery of learning objectives. At this stage, teachers try to relate the reading material with the students' daily experiences to build motivation and attract students' interest in reading activities. In the core learning stage, students are asked to read the text contained in the student's book, either through reading aloud or reading by heart. After the reading activity, the teacher gave a number of questions related to the reading, such as the characters in the story, the information conveyed, and the meaning of the text in general. However, the results of observations show that reading learning is still dominated by the activity of reading texts and answering questions, while the application of structured reading strategies, such as pre-reading, during reading, and post-reading activities, has not been implemented optimally. In the closing stage, the teacher and the students conduct a brief discussion about the reading that has been studied and give follow-up tasks. Learning reflection activities have not been carried out in depth, so students have not been fully guided to formulate the conclusion of the reading content independently.

Based on the results of observations on the learning process of reading skills in grade IV of SDN Sindangraja 1 involving 30 students, the following data was obtained.

Table 1. Observation Results of Reading Skills of SDN Sindangraja 1 Students

Yes	Aspects observed	Number of students	Introduce yourself
1	Reading fluency	18 students	60%
	Not reading fluently	12 students	40%
2	Understand the content of the reading	14 students	46,7%
	Not understanding the content of the reading	16 students	53,3%
3	Defining key ideas	12 students	40%
	Not yet able to determine the main idea	18 students	60%
4	Summarizing the content of the reading	10 students	33,3%
	Not able to conclude the content of the reading	20 students	66,7%
5	Activeness in reading learning	16 students	53,3%



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Lack of activity in learning	14 students	46,7%
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The observation results showed that 18 students (60%) were able to read reading texts fluently, while 12 students (40%) still had difficulties in reading fluently, such as stuttering or stopping at certain words. In terms of reading comprehension, only 14 students (46.7%) were able to answer questions related to the content of the reading correctly, while 16 students (53.3%) still had difficulty understanding the content of the text. Students' ability to determine the main idea is relatively low. The results of the observation showed that 12 students (40%) were able to determine the main idea of the reading correctly, while 18 students (60%) were not able to identify the main idea correctly. In addition, in the activity of concluding the content of the reading, only 10 students (33.3%) were able to convey conclusions well. In terms of student involvement in reading learning, the observation results showed that 16 students (53.3%) were active in reading and discussion activities, while 14 students (46.7%) showed low participation. This data shows that the level of student involvement in reading learning has not taken place evenly, as can be seen from the difference in student participation in reading, discussion, and question-answering activities, which further affects the diversity of students' ability to understand the content of reading.

Meanwhile, the results of interviews with students about reading learning in grade IV of SDN Sindangraja 1 involving 30 students, data were obtained as follows.

Table 2. Results of interviews with students about reading learning

Yes	Interview statement	Number of students	Introduce yourself
1	Have difficulty understanding reading	19 students	63,3%
	No difficulty	11 students	36,7%
2	Difficulty defining the main idea	20 students	66,7%
	No difficulty in determining the main idea	10 students	33,3%
3	Difficulty summarizing the content of the reading	21 students	70%
	No difficulty in summarizing the content of the reading	9 students	30%
4	Lack of liking reading activities	17 students	56,7%



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	Loves reading activities	13 students	43,3%
5	Rarely read outside of Lesson hours	18 students	60%
	Often read during lesson hours	12 students	40%

The results of interviews conducted with 30 grade IV students of SDN Sindangraja 1 show that most students still have difficulties in learning to read. A total of 19 students (63.3%) stated that they often have difficulty understanding the content of the reading, especially when finding unfamiliar words. Meanwhile, 11 students (36.7%) stated that they understood the content of the readings they read sufficiently. Regarding the ability to determine the main idea, as many as 20 students (66.7%) admitted that it was difficult to find the main idea in the reading or the main idea of the reading, while only 10 students (33.3%) felt that they were able to determine the main idea well. In addition, as many as 21 students (70%) stated that they still had difficulty in concluding the content of the reading using their own sentences. The results of the interviews showed that 17 students (56.7%) stated that they did not like reading activities because they found it difficult to understand, while 13 students (43.3%) stated that they liked reading activities, especially if the reading was accompanied by interesting pictures or stories. A total of 18 students (60%) admitted that they rarely read books outside of class hours, while 12 students (40%) stated that they had a habit of reading at home.

Based on the results of student observations and interviews, it shows that there are several obstacles in learning reading skills in grade IV of SDN Sindangraja 1. The main obstacle experienced by students is difficulty in understanding the content of the reading, especially in identifying the main ideas and summarizing the content of the text. Some students still carry out reading activities mechanically without an understanding of the meaning of reading as a whole. In addition, limited vocabulary mastery is another factor that affects students' reading comprehension skills. Some students have difficulty understanding certain words in the text, so the process of reading comprehension is hampered. From the teacher's side, the limited learning time and the difference in students' reading ability are challenges in implementing more varied reading learning strategies. Another obstacle is the low interest in reading of some students. This can be seen from the lack of enthusiasm of students during reading activities and the lack of reading habits outside of study hours. This condition has an impact on the low involvement of students in the reading learning process.

The results of interviews with grade IV teachers show that reading learning that has been carried out so far still tends to be centered on reading texts and solving comprehension problems. The teacher said that around 60% of students still face difficulties in understanding reading, especially in identifying the main idea and formulating conclusions from the text read. This condition indicates that most of the students have not fully mastered the skills of reading comprehension in depth and



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are still limited to reading activities on the surface. The teacher also explained that the difference in the level of reading ability between students is one of the factors that hinders the optimization of the learning process, because teachers need to adjust learning as an obstacle in the implementation of a more varied and systematic reading strategy, so that pre-reading, reading, and post-reading activities cannot be carried out optimally in every learning meeting.

The results of the study show that teachers have made various efforts to improve students' reading skills. These efforts include providing direct guidance to students who have difficulty reading, reading examples of reading texts, and involving students in discussion activities about the content of reading. Teachers also provide motivation through simple questions and rewards to students who actively participate in learning. In addition, teachers make use of textbooks and reading materials available in schools as the main learning platform. On several occasions, teachers associate the content of the reading with the students' experiences to make the material easier to understand. However, the efforts that have been made still need to be developed through the implementation of a more structured reading strategy and the habituation of literacy activities in a sustainable manner.

The learning of reading skills in grade IV of SDN Sindangraja 1 is still oriented towards reading texts and answering questions, so that it has not fully developed students' reading comprehension skills optimally. This finding is in line with Tarigan's opinion that reading is not only limited to the activity of reciting the text, but is the process of understanding the message conveyed by the author. Therefore, reading learning needs to be designed to encourage students' active involvement in building reading comprehension. Students' difficulties in determining the main ideas and concluding the reading indicate that students are not used to implementing effective reading strategies. From a constructivist perspective, reading comprehension will be formed if students are actively involved through the pre-reading, reading, and post-reading stages. In addition, based on Piaget's theory of cognitive development, grade IV students who are at the concrete operational stage need to learn to read that is contextual and close to real experience. According to Novi Resmini, et al. (2009:191) reading is a series of gradual and continuous activities. The series of reading activities is divided into:

1. Pre-reading stage, the reader prepares a source or reading material.
2. In the reading stage, the reader carries out reading activities in a space (place) with a certain time allocation.
3. In the post-reading stage, the reader gives a response or response to the content or message he reads.

Obstacles in the form of limited vocabulary and low interest in reading further strengthen the empirical finding that the reading comprehension skills of elementary school students still need to be improved. In addition, physiological factors that include physical health, environmental factors are also obstacles in



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reading. Therefore, teachers' efforts in providing guidance and motivation need to be supported by the implementation of more varied learning strategies, such as the use of contextual texts, group discussions, and the habit of regular reading activities. Additional hours/tutoring are given when returning from school and those who participate in tutoring are students who cannot yet read. Student seating arrangements, where students who have difficulty reading are juxtaposed with students who get a grade of 5-10 in the top. This is done so that students who have difficulty reading can ask if there are readings or lessons that they do not understand, so that students who have difficulty reading will be helped a little. Providing motivation to learn to read to students on a sustainable basis is an effort that teachers must make to students so that their students can be motivated to be more active in learning to read and follow lessons. Providing motivation to learn to read during additional lessons and during learning can provide a boost of enthusiasm for students who have difficulty in reading to always study seriously both at school and at home.

Thus, the results of this study confirm that reading skill learning in grade IV of SDN Sindangraja 1 needs to be developed through the application of a systematic and sustainable reading learning strategy. So that students are not only able to read fluently but also able to understand reading in depth.

## CONCLUSION

Based on the results of the research and discussions that have been carried out, it can be concluded that the learning of reading skills in grade IV of SDN Sindangraja 1 is carried out in the Indonesian subject by being guided by learning tools, but reading activities are still dominated by reading texts and answering questions, so that students' reading comprehension skills have not developed optimally. These findings show that even though some students have read fluently, the ability to understand the content of reading, identify main ideas, and conclude the content of the text is still relatively low. This condition is influenced by several factors, such as limited vocabulary mastery, low interest in reading, and the lack of optimal implementation of systematic and varied reading learning strategies. In addition, the difference in the level of reading ability between students and limited learning time are obstacles for teachers in managing effective reading learning. Teachers have made various efforts to improve students' reading skills, including through providing direct guidance, reading sample reading texts, and conducting simple discussions. However, these efforts still need to be improved by implementing a more structured reading strategy and habituating literacy activities on a sustainable basis. Thus, the learning of reading skills in grade IV of SDN Sindangraja 1 needs to be continuously developed so that students not only have the ability to read fluently, but also be able to understand deeply as the basis for the success of *belajar* in elementary school.



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