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Reading Comprehension Through Literacy In The Reading Corner Of Grade IV SDN Ginandong Kebumen

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ABSTRACT

Reading comprehension is a vital foundation learning in learning, especially via reading corners in elementary schools. However, literacy practices at SDN Ginandong Kebumen reveal a gap between ideal goals anf fourth grades' actual ability to deeply understand texts. This study analyzes reading reading comprehension ability through literacy. Using a descriptive qualitative case study, data were collected via observation, interviews, and documentation of students, teachers, and the principal. Findings snow all students exel at literal comprehension, yet inferential ability ability is very low (only 2 of 7 can conclude). The reading corner is suboptimal duet o untidy book management and limited variety. Supporting factors like the 15-minute literacy policy and teacher guidance have not sufficed to overcome main obstacles: limited vocabulary and low reading interest. I tis concluded that the reading corner program needs facility improvements and teaching strategies more focused on inferential comprehension to bridge the gap.

Keywords: *reading comprehension, literacy, reading cornerc elementary school*

INTRODUCTION

Reading literacy is a crucial competency and the main foundation of the learning process in elementary school. This skill serves as the initial foundation for acquiring knowledge at the next level. Various studies have shown that the literacy rate of students in Indonesia remains relatively low. According to the 2018 prime for international student's assessment (PISA), Indonesian students' literacy score was only 371, far below the average of 487 (OECD, 2019). Indonesia ranked 74th out of 79 countries where students still experience difficulties in comprehending complex reading content (Rahma & Memonah, 2022: 184). The activity of understanding reading material is a person's ability to capture, interpret, and understand the meaning of the text read both implicitly and explicitly, so that students not only read word for word but also involve cognitive and metacognitive activities in understanding the explicit and implicit messages in the reading (Muthmainnah & Ariya, 2024: 13550). The ability to understand reading material, especially in fourth grade students, needs to be optimized, because many students still can't understand the contents of the reading they read. One of the main problems is that many students do not have sufficient understanding of how to trace information in the text, identify main ideas, or organize information into a complete understanding.

The ability to comprehend reading material plays a crucial role because it is the foundation for student success in various subjects. Students with good reading comprehension skills will find it easier to follow lessons, absorb material, and complete assignments effectively. Conversely, students who struggle to comprehend texts will face obstacles in understanding and grasping new concepts. Based on the fact that many elementary school students still have difficulties in understanding text content in depth, this condition indicates a gap between surface reading and the ability to comprehend the

meaning of reading (Hoerudin, 2023: 330). This suggests that limited vocabulary understanding in students can also hinder them from understanding more complex contexts and meanings (Lyraa et al., 2024: 156).

Vocabulary comprehension is a crucial component of students' comprehension of reading materials (Nopitasari, Iswara, & Ismail 2024: 45). As circulated by the Regent of Kebumen, the importance of literacy through habituation, development, and learning in literacy education units needs to be thoroughly reviewed to align with students' learning needs and development. Literacy is not only a student's skill but also a foundation for critical, creative, and reflective thinking that needs to be built within students. Therefore, reviewing reading literacy in reading corners is crucial to ensure that the strategies and media used truly support student understanding (Fajriati Fauzi & Usmeldi, 2022: 174).

This can be optimized by fostering students' interest in reading, which is implemented through reading corners. A reading corner is a corner within the classroom and is equipped with a diverse collection of books to maximize students' literacy skills (Faistah & Khaltsum 2023: 78). Reading corners are an extension of the library's function, bringing books closer to students regarding literacy. Reading corners are designed to support government programs aimed at making reading corners effective learning tools for a more efficient learning process. Reading activities in reading corners can increase vocabulary, improve sentence structure, and strengthen students' writing and speaking skills.

Furthermore, the reading corner offers a variated selection of books, including comics, short stories, novels, and other stories that can capture students' attention. Reading corners foster a love reading, fostering a passion for reading. Reading corners are government-designed program that provides a dedicated space within classrooms. Furthermore, reading corners serve to broaden students' horizons through the books available there. The purpose of a reading corner is to introduce reading resources to students and can be used as a media source, a learning resource, and provide a pleasurable reading experience. The existence of a reading corner serves the same purpose of fostering a reading culture in students (Faiz, 2022: 62).

Before delving deeper into understanding reading material through reading literacy, understanding the aspects of reading is equally important and should be mastered by fourth-grade students, as these aspects will influence optimal learning. These aspects include literal, inferential, critical, and creative skills (Prayogo & Citrawati, 2023: 2511). Two aspects that have been mastered and are currently developing are the literal and inferential skills. The literal skill is the most basic skill that focuses on understanding the implicit content of a text, such as finding clear, written information, identifying main ideas, and recognizing characters, places, times, and events (Grabe & Stoller, 2019). The inferential aspect is the ability to draw conclusions or implied meanings within a text and interpret difficult word based on context (Pratiwi, Rukayah, & Saputri 2022: 42). Furthermore, equally important aspects to be trained in fourth-grade students are the critical and creative aspect. The critical aspect is an advanced reading skill, where students can assess and evaluate reading content based on logic, the accuracy of data that aligns with personal experiences or moral values. Furthermore, students can also determine whether a character's behavior is good or bad, and whether the information is reasonable or not (Assyakurrohim et al., 2022: 2). The creative aspect is the highest level of ability, there students can develop new ideas from the available reading content. Students can also rewrite stories with different endings, resulting in new reading material (Yulaikah, Rahayu, & Parlan 2022: 223).

The urgency of this research is based on the ability to comprehend reading material, which is based on its important role in building the foundation of thinking, learning, and communication in elementary school students. This research focus was chosen because various studies have shown that most students, especially those in elementary school,

although able to read fluently, need to comprehend the meaning of the reading material in depth. This obstacle impacts low academic achievement across subjects and a lack of critical achievement across subjects and lack of critical and analytical thinking skills. Through comprehensive literacy mastery, it is hoped that students will not only read texts but also interpret meaning write ideas, solve logical problems, and be prepared to face future learning challenges. Therefore, future research and development regarding the use of reading corners in schools is crucial. Efforts to create attractive, well-maintained reading corners supported by innovative programs will significantly contribute to increasing reading interest among students, in this context, this study aims to analyze the potential, challenges, and strategies that can be implemented to maximize the function of reading corners as an educational resource in schools. Based on this background and the results of interviews conductes by the researcher, students' low literacy skills make literacy activities less important and less interesting. Therefore, the researcher was interested in addressing this issue in a study entitled "Reading Comprehension Through Literacy in the Reading Corner of Grade IV SDN Ginandong Kebumen"

METHOD

This approach used in this research was a qualitative descriptive approach with a case study method. A case study is a method used systematically over time, collecting in-depth data and utilizing various sources if information to from a coherent narrative (Assyakurrohim et al., 2022: 3). This approach was chosen because the research focused on the reading comprehension skills of fourth-grade students at Ginandong Elementary School. Through this approach, the researchers attempted to describe the real-world conditions objectively an in-depth. This research was conducted at Ginandong Elementary School, with subjects including fourth-grade students, a fourth-grade teacher, and the principal. Subjects were selected using purposive sampling, considering that the fourth-grade teacher and seven fourth-grade students were considered capable of providing information related to reading comprehension.

In this study, there data collection techniques were used: observation, interviews, and documentation (Maulida, 2020:1). Observation was used to directly observe how students comprehended the reading material. This allowed us to obtain a clear picture of students' comprehension directly. An interview is a data collection technique that involves asking questions directly to the interviewee. Generally, interviews are conducted by two people: the interviewer and asks questions relevant to the topic being researched. Therefore, it can be concluded that an interview is an interaction between two people with the aim of obtaining information (Fadhallah, 2021).

Documentation serves as an archive that documents all stages of the research in a structured manner. Documentation is physical or digital evidence such as writings, photos, videos, and other materials that can be used as references, legal evidence, and can be accounted (Sianturi, 2020: 1). The data in this study are evidence related to school data, such ad data on students, teachers, and all devices that support reading comprehension at Ginandong Elementary School. Data validity in qualitative research is complex and dynamic, so it is not consistent and cannot be repeated identically. Data calidity is crucial for obtaining accurate interpretations and reliable conclusions. Data validity can be assessed through the use of triangulation techniques. According (Susanto, Risnita, & Jailani 2023: 55) triangulation is a method of analyzing data from various sources. Data triangulation is performed by examining data from various sources, using various methods, and at different times (Mubarok et al., 2025: 301). In this study, the researchers applied two types of triangulation: source triangulation and technique triangulation, to assess the validity and quality of the research results.

Source triangulation is a method used to assess data validity by comparing information obtained from various sources (Alfansyur, A., & Mariyani, 2020: 149). In this technique, researchers collect data from various sources, such as interviewing teachers and students, to test the credibility of the data by examining the data obtained from various sources. Technical triangulation is a method used to assess the reliability of data by verifying the accuracy of the same source using different techniques (Alfansyur, A., & Mariyani, 2020: 149). In practice, researchers use various data collection techniques and then interpret the results to reach conclusions. In other words, the sources from which the data is obtained and concluded by researchers through diverse approaches can ensure the authenticity of the information obtained.

Member checking is a technique in qualitative research used to verify the accuracy of data by requestioning informants about the interview results. Member checking is a process of checking data against data sources, with the aim of ensuring that the information obtained in the research report is in accordance with what the informant intended (Mekarisce, 2020: 150). Analysis in qualitative research is an activity directed at reducing, presenting, and verifying data to draw conclusion (Susanto, Risnita, & Jailani, 2023: 60). The qualitative data analysis process is interactive and continues until data is complete (Spradley & Huberman, 2024: 81-82). Data reduction is the process of integrating, selecting, and simplifying data into meaningful and structured information. The primary goal of data reduction is to refine, group, and organize data so that researchers can more easily draw conclusions.

In this study, researchers collected information related to the analysis of reading comprehension skills in fourth grade. The data obtained was then grouped according to the problem formulation and presented in narrative form for easier understanding. The primary purpose of data presentation is to facilitate researchers' understanding of what is happening and plan for the next steps. Conclusions are drawn after researchers complete the data reduction and presentation process. These conclusions are based on the grouped data, whether or not they align with the results obtained. The conclusion was drawn the researcher had observed and understood the analysis of the ability to understand reading materials at Ginandong Elementary School.

FINDINGS AND DISCUSSION

Based on observations and interviews with 7 fourth-grade students at Ginandong Elementary School, their class teachers, and the principal, it was found that most students were able to read texts with clear pronunciation. 5 of the 7 students were fluent and easy to understand when reading aloud, they did not stutter and were able to pronounce words correctly although some words still sounded a bit stiff. However, two students, still had difficulty with intonation. Thein intonation tended to be flat, so that the sentences sounded less meaningful, for example when reading questions, their voices did not rise at the end of the sentences. This made the researcher need to guess a little, whether they were reading questions or statements. According to the fourth-grade teacher, the two students were indeed still in the stage of learning to read more fluently, especially if the text was quite long. Nevertheless, the teachers continues to provide extra guidance after scholl for 15 minutes specifically to practice intonation and reading fluency.

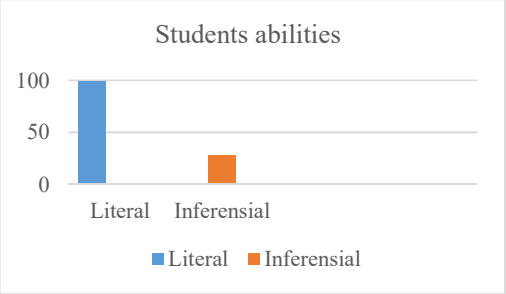
No	Aspects Explored	Decription
1	Clear pronunciation	2 out of 7 students still have difficulty reading.
2	Accurate intonation	2 out of 7 students use flat intonation.
3	Reading accuracy	4 out of 7 students are able to read

		correctly.

Table 1 aspects explored

In terms of literal comprehension, all students were able to understand information explicitly, such as naming characters in the story, the location, time, and the sequence of important events. These results indicate that the literal aspect is quite good and serves as an important starting point. The fourth-grade teacher also confirmed that, in general fourth-grade students has no difficulty finding clearly written information.

In contrast to literal comprehension, inferential comprehension requires to ability to interpret implied meaning. In this case, only two of the seven students were able to retell the reading content in their own words and deduce the moral message from the story. The other five students tended to repeat sentences from the text without being able to explain the main point of the story concisely. This indicates that they are not yet able to process information deeply, even begun developing inferential comprehension, as this stage is the transition from "learning to read" to "reading to learn". Poor inferential ability is closely related to limited vocabulary mastery. Only two of the seven students could explain the meaning of words like "surprised", "grateful", or "regretful" in the context of the story. The remaining students tended to remain silent or answer "don't know". The class teacher admitted that the lack of vocabulary made it difficult for students to grasp the implied meaning.



Graph 1 students abilities

A reading corner in the fourth grade at Ginandong Elementary School actually exists, but its condition is far from ideal. Researchers observed that the reading corner consists of only a small shelf in the back corner of classroom, approximately one meter in size. The books available are not neatly arranged, some are scattered, the convers are wrinkled, and some are even torn. The book collection is also limited, with only about 15-20 tittles, mostly old textbooks and folk tales with black and white illustrations and are unattractive. As a result, student interest in visiting the reading corner is very low. Interviews revealed that several students said, "the books tend to be boring", and "the pictures are ugly". Therefore, the reading corner's appeal is still lacking. Furthermore, the cramped space also makes students reluctant to linger in the reading corner. Although the class teachers has tried to schedule visits, limited space and books often lead to missed literacy activities in the reading corner.

Despite these challenges, several factors support the school's literacy program. (1) a mandatory 15- minute reading policy before class begins. Every morning, all students, including fourth grades, are required to read any book available in the reading corner. (2) there is quite intensive guidance from the class teacher, the class teacher often sets aside time after school to guide students who are still having difficulty reading or understanding what they are reading. (3) an additional 15 minutes after school is also used for additional literacy activities. This policy is quite helpful, although its implementation is not always consistent due to limite resources and students being tired.

Meanwhile, other inhibiting factors include a monotonous book collection that doesn't align with the interests of 10 - 11 year olds. The factors are no less numerous. (1) students' limited vocabulary is a major obstacle to inferential comprehension. (2)

students are easily distracted by classmates playing or talking. (3) unconducive classroom conditions disrupt reading activities.

From the above findings, it is clear that the low ability to comprehend reading material, especially in the inferential aspect, can't be separated from the suboptimal condition of the reading corner. An unattractive reading corner, a limited collection and a lack of neat arrangement prevent students from being motivated to read regularly. Yet, repeated and enjoyable reading activities are one of the most effective ways to enrich vocabulary and practice inferential comprehension. By reading various types of texts regularly, students will automatically become accustomed to searching for implied meanings, connecting ideas, and summarizing the content of the reading. Therefore, improving the quality of the reading corner must be a priority. This way, existing literacy programs can engage students in increasing their reading material.

CONCLUSIONS

Based on the research results, it can be concluded that the reading comprehension ability of fourth grade students at Ginandong Elementary School is still not optimal. Literal comprehension is good, but inferential comprehension and vocabulary mastery are low. The reading corner has not been optimally utilized due to limited facilities, book variety, and student reading interest. This indicates that reading activities are more emphasized on reading fluency and answering factual questions rather than on a deeper understanding of meaning. Therefore, strategies are needed to improve inferential comprehension and organize the reading corner more attractively and orderly.

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