Reading Literacy Skills of Grade IV Students in Distance Learning

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Abstract

The importance of applying reading literacy skills as part of 21st-century skills is an inevitable necessity during the distance learning period in the COVID-19 pandemic. The test is needed to determine students' reading literacy skills so that teachers can develop evaluation tools that can be used to help develop students' reading literacy during the distance learning period. The test results serve as provisions for teachers to compile relevant learning activities and still equip students to improve reading literacy skills. This research design uses a single-subject design. This study aims to provide an overview of the reading literacy ability of grade IV elementary school students. The kind of study that was conducted in this study is non-experimental quantitative research with a descriptive form of research with the instruments used are the PIRLS reading ability test and questionnaire. Based on the results of the first reading ability test, showed that students' reading literacy during the distance learning period was in the medium category with a percentage of 59.3%, then the second test result showed a high category with a percentage of 44.44%. The results of the questionnaire from the PIRLS framework also showed similar results, namely 64% had reading comprehension skills and 68% of students were able to determine reading goals. These results prove that students' reading literacy skills during the distance learning period can still be improved by providing learning activities that make it easier for students to use reading materials at home properly.

Keywords: *Skills*, *Distance Learning, PIRLS, Reading Literacy*

Introduction

The literacy dimension consists of reading and writing literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural and civic literacy (Kemendikbud, 2017). The results of the PISA (Programme for International Student Assessment) in 2018 show that the ability of Indonesian students in reading, numeracy, and science literacy is still low and decreased in rank compared to the results in 2015 (Kemendikbud, 2019). According to PISA, reading literacy is the capacity to comprehend, apply, assess, consider, and show interest in texts in order to accomplish objectives, expand one's knowledge and potential, and actively engage in society (Kemendikbud, 2019; Sani, 2021). Reading literacy is the process of interpreting things conveyed by the author, and bringing their own experience to the text they read, and creating something meaningful for the reader's life. (Pratiwiningtyas et al, 2017). Reading literacy is a skill to understand the message being read and be able to think critically and creatively in applying it in life (Amalia &

Dewi, 2023). The skills necessary for reading literacy include speaking, listening, writing, and thinking (Subakti et al., 2021).

PISA is an assessment used to determine the learning outcomes of students around the world, the assessment tested is a HOTS test to measure reading, numeracy, and science literacy skills and encourage students to solve real-life problems. The government uses PISA data to inform policy decisions about how to raise the caliber of Indonesia's educational system. (Kemendikbud, 2019). One of the policies implemented is the existence of a Computer-Based National Assessment/Asesmen Nasional Berbasis Komputer (ANBK) in 2021. In this ANBK there is AKM (Asesmen Kompetensi Minimum/ Minimum Competency Assessment). Two fundamental competencies—mathematical (numeracy) and reading literacy—are measured by AKM. which include systematic logical thinking skills, reasoning using concepts and knowledge that have been learned, and selecting and processing information. Students in grade V elementary schools have their reading and numeracy skills measured at the elementary school level using AKM. Reading literacy is used to identify information needs, search, obtain, process, and reinform the information he has received so that it can be useful for himself and others. According to the outcomes of AKM in 2021, it's acknowledged that one in two students has not reached the minimum reading literacy ability (source detik.com).

Reading literacy is a vital life skill that many people that many individuals acquire and attempt to teach their children at home (Rintaningrum, 2019). Reading literacy skills can be developed by encouraging the movement of reading interest in young children from an early age, one of which starts from elementary school. Being literate in the classroom means having the skills necessary to find, comprehend, and apply knowledge (Khasanah & Abduh, 2023). The increase in students' reading literacy skills at the elementary school level is influenced by the reading interest of the students themselves (internal factors), family, and school (external factors) (Subakti et al., 2021; Maharani, 2020). although students' language background also plays an important role in reading literacy (Xiao & Hu, 2019). Various efforts have been made by the government to boost this literacy culture. One of them is integration into the world of education through the school literacy movement developed since 2016 through various new habituation formations so that students like reading activities from an early age. The School Literacy Movement is a social movement that aims to instill a habit of reading for fifteen minutes a day. It has the cooperative support of several different aspects (Pujiati et al., 2022). It is anticipated that the availability of these activities will help pupils' literacy levels in reading at school.

School Literacy Movement Literacy ability is the ability to access, comprehend, and apply information effectively through a variety of activities such as reading, viewing, listening, writing, and/or speaking. The Literacy Movement aims to foster students' noble ethics through literacy that is not limited to literacy, but also includes how to communicate in society (Destrianto & Dwikurnaningsih, 2019). All these language skills are developed gradually from reading to speaking. Reading is an important process in the world of education where through the process of reading students begin to input knowledge and improve the ability to process words. Reading is a cognitive process used to find various information contained in writing (Dalman, 2014).

In 2020, the whole world was hit by the COVID-19 pandemic which caused activities in the field of Education to be hampered while the national assessment program (AKM) continued to run. This is an imbalance in the condition of literacy program planning and reading literacy

assessment. Since early 2020, educational activities in Indonesia must be carried out in distance learning where there are no face-to-face activities between teachers and students which raises new problems. Results of research that has been done (Subakti et al., 2021) The obstacle faced during the COVID-19 pandemic in implementing literacy is that teachers and parents cannot fully control students because they cannot meet face-to-face. Meanwhile, one strategy to improve literacy, in schools and family environments should involve more in reading activities (Rosdiana et al., 2021). It is difficult for teachers to continue enhancing their pupils' reading literacy in the context of the family. Especially with all the existing limitations, guiding students in lessons to start new habits through distance learning is an obstacle for teachers.

Distance learning is a learning option that is carried out while still providing learning and training to students who cannot gather or group due to several obstacles, one of which is aimed at minimizing the rate of transmission from the COVID-19 pandemic in Indonesia which is still high (Makur et al., 2021). Distance learning emphasizes more on how to use instructional materials to learn on your own with the presentation specifically created with the expectation that students will learn on their own, both by themselves and with friends (Yuangga & Sunarsi, 2020). Thus, distance learning activities emphasize more on students' independence in learning and this also includes their independence in carrying out reading activities

Different students' reading literacy skills environmental conditions and technological limitations are some of the big obstacles to distance learning habituation. Distance learning requires the full participation of parents and teacher creativity to appropriately conduct learning activities. This condition is experienced by grade IV students at SD Negeri Tirtoadi Sleman. The application of distance learning as a new habit has a huge impact on learning activities in class IV.

Various efforts have been made to help students improve their reading literacy but are constrained by limitations that cause some students to experience considerable gaps in the implementation of distance learning. This is because regular reading activities that are instilled in students at school depend on the implementation of face-to-face activities with various facilities that have been provided at school. Some of the complete facilities include diverse books, computerization, and a comfortable library environment (Maharani, 2020). Meanwhile, in distance learning conditions, it can be seen that grade IV students are less interested in reading various information and materials delivered by teachers on various platforms during the implementation of distance learning. The subject of how far elementary school children's literacy capacity is in remote learning is addressed by the significant amount of information loss and conceptual loss that occurs during the process. In the implementation of distance learning in grade IV students, it is known that students find it difficult to understand commands or do story problems. In addition, students also do not answer questions according to the questions given.

This condition is the focus of research activities to find out how far the reading ability of grade IV students of SD Negeri Tirtoadi Sleman is during the implementation of distance learning. This is because grade IV students are students who are prepared to take part in AKM which will be implemented in class V later. The results of this study are considered by teachers and schools to provide services or activities that can improve students' basic literacy, especially reading literacy. However, on the other hand, due to the COVID-19 pandemic that suddenly hit, teachers have not obtained an idea of students' reading literacy skills.

This study aims to be an illustration for teachers to determine strategies or steps that can be taken after knowing the results of students' reading skills in grade IV. Of course, if there is no picture of students' reading abilities, researchers will not be able to develop students' abilities, talents, and potential. shows that during the pandemic, students who have reading materials at home will have better reading skills than students who do not have reading materials at home (Ayuniar et al., 2021). Other studies explained students' literacy skills during the COVID-19 pandemic can be improved through online literacy activities (Subakti et al., 2021). The innovative aspect of this study is the degree to which literacy exercises implemented by teachers in conjunction with parents during students' at-home study sessions help them develop their reading literacy skills. Therefore, the researcher chose to raise the title Reading Literacy Ability of Grade IV Students of SD Negeri Tirtoadi in the Distance Learning Period for the 2021/2022 Academic Year.

Method

The kind of study that was conducted in this study is non-experimental quantitative research with a descriptive form of research. This research design uses a single-subject design. An experimental technique known as single-subject research looks at an individual's behavior and assesses the effects of various interventions or therapies on it. The assessment is done more than once in a predetermined amount of time (Prahmana, 2021). The participants in this study were grade IV (four) students at SD Negeri Tirtoadi in Mlati District with a population of 28 students. The research time is in the second semester of the 2021/2022 academic year. Starting from January to April 2022.

The initial stage of this study was carried out by collecting data to find out the initial condition of the research data such as conducting interviews with teachers, principals and students at SD Negeri Tirtoardi Sleman. Furthermore, data sorting or reduction is carried out from the data obtained and the preparation of research instruments. The next stage is to conduct an expert review for the reading ability test instrument and the PIRLS questionnaire. Based on the results of the expert analysis, it is known that both instruments obtained results in the good category and are suitable for field trials.

The next activity was to carry out data analysis techniques using validity tests and reality tests with descriptive data analysis. The reading test trial was carried out at SD Negeri Kaweden on 24 grade IV students. This trial was carried out with spss version 16. The results of the reading test test test are known that 15 items in test 1 are categorized as valid and so are the analysis results in test 1 containing 16 items that are also valid. For the results of the reality, it is known that the significance level is more than 0.05 with the result of obtaining Cronbach's alpha of 0.755 in the reading ability test of "Charlie's Talent". As for the reality results in the reading test "The Mystery of the Giant Teeth", it is also known to be more than 0.05, namely 0.816 and all the validity test results are more than 0.05 which explains that the score is valid. The tests presented with different levels of difficulty have been tested with the following results in Table 1.

Table 1. Findings from the Calculation of the Level of Difficulty of the Question

Reading Text	Easy Questions Level	Medium Questions Level	Difficult Questions Level
Bakat Charlie	1	2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15	6, 7, 9
Misteri Gigi Raksasa	-	1, 2, 3, 5, 6, 8, 9, 11, 12, 13, 14	4, 7, 10
Number of questions	1	22	6

After the trial, the process of collecting data and analyzing the results of data collection from grade IV students of SDN Tirtoadi Sleman was carried out. The results of the reading ability test were then categorized using five categorizations according to (Azwar, 2012). by using the standard deviation intended in Table 2.

Table 2. *Categorization of Literacy Abilities*

| Quantitative Score Range	Category
μ ≤ -1,5σ s/d and above	Very Low
-1,5σ < μ ≤ -0,5σ	Low
-1,5σ < μ ≤ +0,5σ	Medium
+1,5σ < μ ≤ +0,5σ	High
+1,5σ < μ s/d and below	Very High
Description: μ: Average total score & σ: Standard Deviation	

The final stage in this study is to prepare conclusions based on the data that has been analyzed to answer the research objectives. The researcher verified the findings obtained by cross-examining the data and applying triangulation, as well as correlating the findings with relevant theories. The process is carried out to be able to provide recommendations for the sustainability and development of the program in the future.

Results

Before conducting research in grade IV SD Tirtoadi, a reading test was first conducted at SD Negeri Kaweden on 24 grade IV students. This trial was conducted with SPSS version 16. The results of the reading test trial found that 15 items on test question 1 were categorized as valid and so the analysis results on test question 1 contained 16 items that were also valid. For the results of reality, a significance level of more than 0.05 is known with the result of obtaining Cronbach's alpha of 0.755 on the reading ability test "Bakat Charlie ". As for the reliability results on the reading test "Misteri Gigi Raksasa" are also known to be more than 0.05, which is 0.816 and all validity test results are more than 0.05 which explains the results of the score are valid.

The reading test using PIRLS is carried out through 2 stages, namely filling out questionnaires and reading tests. The questionnaire is filled out by students within 20 minutes. The reading test was conducted after giving students a pause and then students were distributed texts taken from the 2011 PIRLS test framework. Students are asked to read the text and their colleagues are asked to calculate the amount of time it takes. After finishing reading, the text is taken back then students are given questions that come from the PIRLS framework that students are asked to do the questions. Test results regarding students' reading goals are shown in Figure 1.
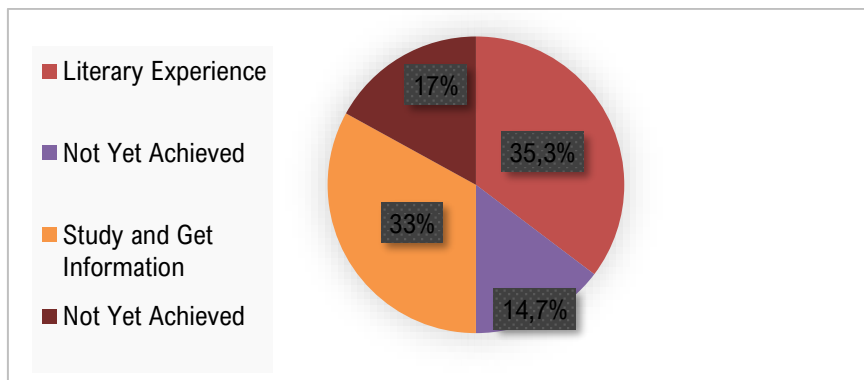
Figure 1. *Student Reading Goals*

From the results of the descriptive analysis shown in Figure 1, it is known that SD Negeri Tirtoadi students can achieve reading activities as a literary experience as much as 35% and the remaining 15% have not enjoyed reading with the aim of literary experience. As many as 33% were able to retrieve and study information obtained from reading while 17% were not able to study information and obtain information from text.

The second reading test is concerned with students' reading comprehension. Based on these data, it is obtained that as many as 36% of students' comprehension of reading has been lacking. However, in terms of students' ability to make simple conclusions, about 20% were obtained. For students' comprehension of concepts and information by 18%, and for their analyze the language, content, and textual components. by 11%. From this data, it can be concluded that more than half of students are able to process comprehension from reading activities. For more details the reading comprehension test results are shown in Figure 2
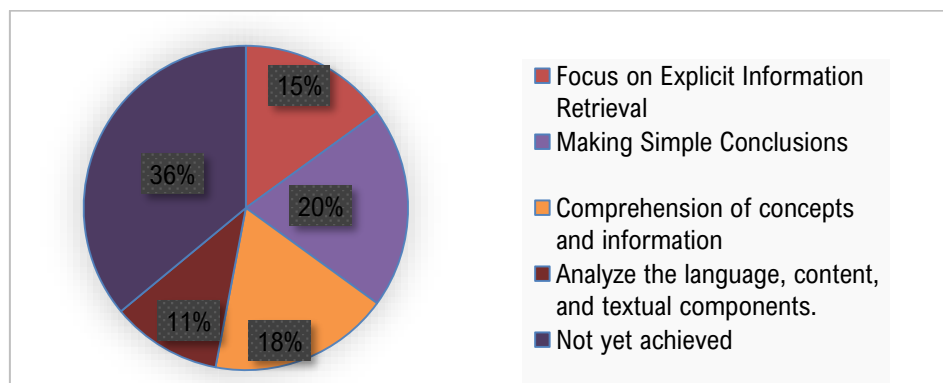
Figure 2. *Student Reading Comprehension*

For the test score in the first test was carried out with the reading text "Bakat Charlie". This test gets a mean value of 67.78, a maximum value of 90, a minimum value of 90, and a standard deviation of 14.367. Furthermore, categorization with quantitative ranges is addressed in Table 3 below.

Table 3. *Score Categories First Test reading scores*

Quantitative Score Range	Category
43 and below	Very Low
44-58	Low
59-73	Medium
74-88	High
89 and above	Very High

Based on the results of the quantitative score range according to Table 3, it is known that out of 27 students, there is 1 student with a very low score, 5 students with a low score, 10 students with a medium score, 9 students with a high score and 2 students with a very high score. The following is presented in Table 4 regarding the distribution of precaching reading values in the first test.

Table 4. *Frequency Distribution of First Test Reading Scores*

Reading value			
Score	Frequency	Percentage (%)	Category
43 and below	1	3,7	Very Low
44-58	5	18,52	Low
59-73	10	59,3	Medium
74-88	9	33,33	High
89 and above	2	7,4	Very High
Total	27	100,0	

The percentage results in Table 4 explain that most grade IV students have moderate reading literacy skills as much as 59.3%. Other results showed that 18.52% and 3.7% of students were still low in reading ability. While the remaining 33.33% and 7.4% are in the high category. These results show that the ability of grade IV students in reading literacy is still in the medium and high categories.

The next activity was a second reading test with a reading text entitled "Misteri Gigi Raksasa". This reading test's findings indicate that the lowest possible score is 15, the maximum value obtained is 95, the range is 80 and the mean or average value is 70.19. The results of the second test improved compared to the first test. For categorization of reading test results are addressed in Table 5 below

Table 5. *Second Test Reading Score Categories*

Rentang Skor Kuantitatif	Kategori
36 and below	Very Low
37-57	Low
58-78	Medium
79-99	High
100 and above	Very High

The next stage was the first reading test, followed by the second reading test, namely the reading text "Misteri Gigi Raksasa". The results of this second test found that two students in the very low category, three students in the low category, ten students in the medium category and 12 students in the high category. In the results of this second test, none of the students obtained very high results, but the results of this second test were higher than the results in the first test. The following is intended Table 6 to determine the percentage of reading scores for the second test.

Table 6. *Frequency Distribution of Second Test Reading Scores*

Reading value			
Score	Frequency	Percentage (%)	Category
36 and below	2	7,4	Very Low
37-57	3	11,11	Low
58-78	10	37,03	Medium
79-99	12	44,44	High
100 and above	0	0	Very High
Total	27	100,0	

The results of the second test in Table 6 showed that 44.44% of students showed high categories and 37.03% of students showed moderate results. In this second test, the low category was obtained with a percentage of 11.11% and the very low category was obtained by 7.4%. There was an improvement in the results of the second test even though none of the students obtained a very high category for reading literacy ability.

The results of the second reading proficiency test (Table 6) showed that students' reading literacy skills in the first test tended to be in the medium category but these results increased in the second test with a high category gain of 44.44%. These results break the notion that distance learning reduces students' intensity in reading activities. In addition, students' reading skills can also be trained by providing learning activities that help students become more proficient in their reading comprehension. The development of literacy skills can also be facilitated by incorporating into basic competencies in the subjects of Indonesian (Saadati & Sadli, 2019). By using direct instruction techniques and involving students in both solo and

group reading activities, effective classroom education can also support students' reading development and help them grow in terms of responsibility and independence. (Ho & Lau, 2018). In distance learning activities, teachers can still facilitate students' reading literacy activities through learning experiences channeled from Indonesian subjects.

Discussion

Based on the findings of the reading ability test shown in Table 5 and Table 6, it is known that there was an improvement in the second reading test compared to the first reading test. It is known from the results of the first reading test that most students are in the medium category while in the second reading test results most students are in the high category. In the second test, students have begun to get used to doing the PIRLS question type so that in the second test students begin to understand how the correct question solving pattern (Brown et al., 2018). As indicated, the method to improving students' reading competency is simple: they just need to read more and more efficiently. The reason this research was carried out in class IV is like the PIRLS testing concept carried out in class IV because, at this level, there is a change in the concept of reading, from previously learning to read to reading to learn (Musfiroh et al, 2016)

The PIRLS test develops a framework for reading assessment that falls into two main categories: comprehension and reading goals (Musfiroh et al, 2016). In this study, students' reading goals were successfully obtained as many as 68% of students were able to gain literary experience and get information. Furthermore, in the comprehension process, as many as 74% of students can master the ability to read comprehension. The ability that students can master the most is the ability to make simple conclusions as much as 20% and the comprehension of concepts an information components as much as 18%. Meanwhile, the ability that needs to be improved again is the ability to focus on extracting information explicitly and the ability to evaluate content, language, and textual elements. The ability of the comprehension process is influenced by internal and external factors of reading comprehension. Internal factors consist of students' interests and reading activities and the abilities possessed by students while external factors consist of facilities and infrastructure owned by students and the school and family environment (Alpian & Yatri, 2022).

The results of this study are also known that the literacy ability of grade IV students during distance learning can be improved through a series of learning activities that teachers can plan to do by students at home. This is in line with previous research that found that literacy is one of the most affected skills during distance learning. However, the right intervention can produce significant results (Murniati et al., 2021). Teachers are responsible for creating activities that are relevant, challenging, and appropriate to students' needs at home. The use of interactive learning materials and support for active student engagement is one approach that has proven effective (Alamsyah, 2020). Digital open materials, such as digital books and interactive learning videos, have the potential to increase students' motivation to learn while improving their literacy skills. Furthermore, approaches that aim to help students improve their reading and writing skills independently can also be included in the approach. Examples of these activities include creative writing projects, guided independent reading, and online discussions.

This study also emphasizes the importance of parental support in implementing literacy learning at home. Showed that parental involvement in assisting children's literacy activities can increase the effectiveness of learning programs (Izhar et al., 2022). Parents can help by

providing special time to read together or monitoring the progress of literacy assignments given by teachers. In addition, the use of technology is also key to overcoming literacy barriers during distance learning. Online learning platforms such as Google Classroom and other educational applications allow teachers to provide direct feedback on student assignments, which is an important factor in the literacy learning process. According specific and constructive feedback can help students understand their strengths and weaknesses, thereby significantly improving their skills (Siregar et al., 2024).

The research conducted by also explained the three main factors of the home literacy environment, namely the encouragement of home literacy activities from an early age, parents' attitudes towards reading and the number of books at home (Tse et al., 2016). These external factors are used by teachers to continue to be able to train students' reading literacy skills during distance learning. The results of research conducted in Finland prove that literacy activities at home before school have a positive impact on children's reading frequency (Silinskas et al., 2020). The research conducted by in Abu Dhabi also proves that the reading literacy program carried out at school and at home in grade IV is supported by literacy activities at home, student achievement in class and students' extricic motivation (Yang et al., 2018). Most students of SD Negeri Tirtoadi have reading materials at home so teachers encourage students to read. More reading encourages students to master new vocabulary and make them successful readers (Ho & Lau, 2018) sehingga pentingnya pendampingan orang tua pada masa pembelajaran jarak jauh berperan penting dalam memonitor kegiatan belajar siswa dirumah (Handayani & Pradana, 2021). Another activity that can improve reading literacy skills is facilitating the School Literacy Movement/Gerakan Literasi Sekolah (GLS) by reading for fifteen minutes and not forcing or specifying reading material on students to read (Talan et al., 2022).

With these various approaches, this study confirms that effective literacy learning during distance learning requires collaboration between teachers, students, and parents, as well as technological support. The implementation of well-planned activities that are oriented towards literacy skills can help students continue to achieve learning targets even in challenging situations such as the pandemic. These findings provide a strong foundation for developing sustainable distance literacy programs in the future.

Conclusion

The research concluded that the reading literacy ability of grade IV students at SD Tirtoadi Sleman during the distance learning period was in the medium and high categories. Based on the questionnaire, 35.3% of students perceived reading as a literary experience, 36% were able to extract explicit information from texts, 20% could draw simple conclusions, and 33% managed to study information from reading materials. These findings were further supported by results from reading tests using the PIRLS framework. The first test showed that 59.3% of students fell into the medium category, and 33.33% were in the high category, while the second test revealed an improvement, with 37.03% in the medium category and 44.44% in the high category. These results suggest that students' reading literacy skills during distance learning are relatively good, especially when supported by appropriate reading activities and evaluation tools like PIRLS. However, this study has several limitations that point to potential areas for future research. The relatively small sample size, restricted to a single school, limits the generalizability of the findings to a broader population.

Additionally, the research only focuses on reading literacy without examining other literacy dimensions, such as writing or digital literacy. Furthermore, the reliance on self-reported questionnaire data may introduce bias, and the study's focus on a specific period of distance learning might not reflect long-term literacy development trends.Future research should aim to address these limitations by including larger and more diverse samples and conducting comparative studies across various schools, regions, or even countries. Exploring the integration of alternative media or learning models, such as gamified learning or digital platforms, could also enhance the understanding of effective strategies for improving literacy. Expanding the scope to other literacy dimensions and implementing longitudinal studies would provide a more comprehensive perspective on literacy development, ensuring practical and sustainable improvements in students' literacy skills over time.

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