



Analysis of Students Reading Literacy Ability in Grade 3 of SDN Cimone 1 Tangerang City

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ABSTRACT

This study aims to analyze the reading literacy ability of grade 3 students at SDN Cimone 1 Tangerang City. The qualitative descriptive method was used in this study with data collection techniques in the form of interviews, observations, tests, and documentation. The results of the study show that most students have good reading literacy skills, characterized by the ability to recognize letters, read words and sentences, and understand the content of simple reading. Teachers have implemented various strategies to improve students' literacy skills, such as the habit of reading for 30 minutes at the beginning of learning, the use of reading corners, group discussions, and the use of various learning media such as storybooks, magazines, and the internet. However, there are still some students who have difficulty reading fluently and understanding the meaning of the text in depth. This shows the need for an individualized approach and more varied learning to reach all students. Overall, the results of this study reveal that students' reading literacy skills are quite good, but they require improvement and special attention for students with disabilities. This finding is expected to be a reference for the development of reading literacy programs in elementary schools.

Keywords: *reading literacy, elementary school students, reading ability, learning strategies*

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INTRODUCTION

Education has a very important role in human life, because it is a planned effort that aims to create a conducive learning environment, so that students can develop various potentials, including spiritual strength, character, and skills needed. Education also affects the progress of a country, by helping to improve the skills and creativity of students. The quality of good education will determine the quality of future generations.

The success of education can be seen from how broad the insight students have, especially for those who have a habit of reading. Based on Law Number 20 of 2003, national education aims to improve abilities and shape the character of the nation. The goal is to develop students' potential, so that students are able to become healthy, moral, faithful, creative, skilled, and responsible individuals. One of the most important skills in the world of education is good literacy. Education cannot be separated from literacy. Educational activities are highly dependent on literacy skills, which are the basis for students to continue their further learning. Setiawan et al. (2019) explained that literacy originally meant 'the ability to read and write', which later developed into 'awareness' or 'understanding'. In the early phases of education, reading and writing skills are emphasized because they are both important foundations for developing other skills (Nuranjani et al., 2022)

Kreitner & Kinicki (2014) in Huliatusunisa (2020) argue that ability is a reflection of a broad and consistent obligation of character to achieve the best results in physical and mental tasks. This ability is closely related to the skills possessed and used to complete a particular job. (Huliatusunisa, 2020) Literacy is a very important ability to assess, use, understand, and reflect on the text read, so that it can improve comprehension. According to Hood in Ahmadi (2022), literacy for Indonesian students and citizens is not only reading skills, but also includes the ability to think using language (Dwi Aprilia et al., 2023).

The importance of literacy, especially at the elementary school level, is very clearly visible because it can improve students' ability to learn better in the future. Mastering literacy skills is essential for every student. In the context of education that continues to evolve, literacy is not only important for students, but also for all individuals. Traditionally, literacy is interpreted as the ability to read and write. However, literacy now includes a variety of skills such as reading, writing, speaking, and listening. Literacy allows people to share information, interact, and think critically. It is a process that helps build deeper understanding as well as new knowledge. Literacy also connects individuals with communities and enables them to actively participate in democratic societies (Abidin et al, 2018)

Reading is one of the four basic skills in language and has a crucial role in written communication. In this interaction, sound symbols in language are translated into symbols of meaning or letters. In the early stages of reading activities, the process of change becomes the center of attention and is well mastered, which generally occurs in childhood, especially in the first year of formal education. At this stage, understanding the changes includes the recognition of letters as a sound sign in language. Once the ability to change the sound of the language has been mastered, the next focus will shift to understanding the content of the text being read. This process was developed gradually over the following years at the school (Harianto, 2020). Muhsyanur stated that reading is a way to get information through thought. This information can be processed into useful knowledge for the present and future life. Sources of information can come from various places, including books, the internet, and people close to you (Safitri & Dafit, 2021)

According to (Harsiati, 2018) in (Cacik et al., 2023) Reading literacy ability is the ability to understand written texts by recognizing characteristics and clues to meaning. Reading at a basic level follows certain steps. Reading ability involves not only direct understanding, but also engagement for deeper and innovative understanding (Cacik et al., 2023) . Reading provides many benefits, such as developing the mind, expanding insights, improving memory, and helping individuals process and use knowledge in daily life (Lubis Graduation, 2020).

Reading Literacy is a basic skill that is very crucial in the learning process, especially at the elementary school level. Literacy is not only related to reading and writing, but also includes the ability to listen, speak, think critically, and present information through various media. Literacy is an important foundation for students in understanding the subject matter and actively participating in society. In this context, reading is one of the four basic language skills that are most early taught to students. However, reading ability is not only limited to letter recognition, but also involves understanding the content of reading, intonation and expressions when reading, as well as interest and involvement in discussions about reading.

Previous relavan research conducted by entitled "Analysis of Reading Literacy Ability of Students of SD Negeri 90 Mattumpu North Sinjai District, Sinjai Regency" showed that students with good reading literacy skills can complete tests well such as finding information and evaluating texts. However, there are factors that hinder students with moderate abilities constrained by a lack of interest in books and only reading when asked which results in low comprehension. In addition, for students with low abilities, the lack of interaction between teachers and students is also an obstacle in reading literacy activities. (Fajar., Yulia., and, Imran, 2021) Based on the above problems, this study focuses on the Reading Literacy Ability of Grade 3 Students of SDN Cimone 1 Tangerang City. The purpose of this study is to (1) describe the reading literacy ability of grade 3 students at SDN Cimone 1 Tangerang City. (2) knowing that students have good reading literacy skills, characterized by the ability to recognize letters, read words and sentences, and understand the content of simple reading. (3) knowing strategies to improve students' literacy skills, such as the habit of reading for 30 minutes at the beginning of learning, the use of reading corners, group discussions, and the use of various learning media such as storybooks, magazines, and the internet. (4) to know students who have difficulty reading fluently and understand the meaning of the text in depth.

METHOD

This study uses a qualitative descriptive method. In this case, the researcher acts as the main instrument for collecting and analyzing data. According to , qualitative research is a process of data collection carried out in a natural context, with the aim of understanding and interpreting emerging phenomena. This research was carried out at SDN Cimone 1 Tangerang City, with the main data source consisting of primary data obtained directly from respondents, namely grade III homeroom teachers and grade III students, as well as secondary data that includes notes from teachers and documents related to reading literacy skills. (Wayan, 2018) Data collection in this study was carried out through observation, interviews, tests, and documentation. An interview, according to Gorden, is a process of exchanging opinions between two people with the aim of gathering and analyzing the information necessary to achieve a specific goal. Meanwhile, Creswell stated that observation is a data collection process carried out by researchers directly, without interference from other parties or assistants. In this approach, the researcher conducts in-depth observations of humans and the surrounding environment in the context of the research. Sugiyono, in Sidiq and Choiri (2019), explained that documents are records of events that have occurred which can be in the form of writings, drawings, or monumental works of individuals. (Sidiq, 2019)

Based on the Observation Instrument Grid, namely:

No	Aspects Assessed	Indicator
1	Letter and Word Mastery	Students are able to read simple letters, words, and sentences without errors.
2	Reading Fluency	Students read fluently without interruption.
3	Reading Content Understanding	Students can answer questions about the content of a simple reading.
4	Intonation and Expression	Students use appropriate intonation and expressions when reading story texts or dialogues.
5	Reading Interest	Students show interest and enthusiasm while reading.
6	Kosakata	Students understand new vocabulary in reading and can use it in other contexts.
7	Engagement in Discussion	Students actively participate in discussions about the readings they read.

Based on the Interview Instrument Grid, namely:

No	Indicator
1	Letter and word mastery
2	Reading fluency
3	Understanding the content of the reading
4	Intonation and expression
5	Interest in reading
6	Kosakata
7	Involvement in discussions

RESULTS AND DISCUSSION

Research Results

From the explanation that has been submitted, it can be concluded that there are 15 students who are included in the very good category, 10 students in the good category, 3 students in the adequate category, and 3 students in the poor category. Based on the results of the reading literacy test, the reading literacy ability of grade 3 students at SDN Cimone 1 Tangerang City showed varied results, with positive and progressive tendencies, although there are still challenges that need further attention. Overall, these results indicate that most students have adequate ability to understand written texts, both in terms of reading techniques such as letter and word recognition, as well as in terms of understanding the content of reading, capturing meaning, and responding to information in certain contexts. These findings reflect the existence of a fairly solid literacy foundation among grade 3 students, which is an important capital to support learning in other subjects at the next level of education.

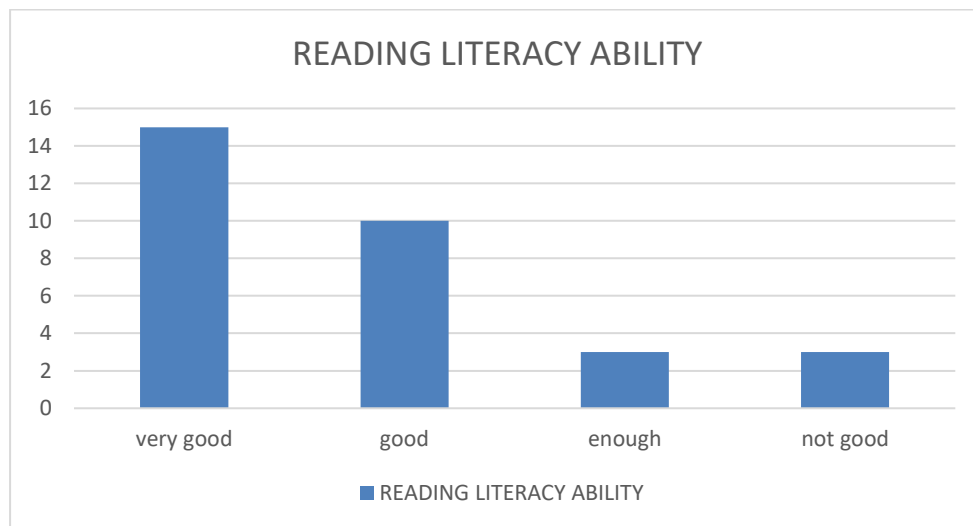


Figure 1. Reading Literacy Test Results for Grade III StudentsSDN Cimone 1 Tangerang City

Discussion

According to Oktaviani (in Rohana, Intiana, and Setiawan, 2022), to improve reading comprehension skills, teachers can make various efforts, especially in helping students whose reading skills are still relatively low to very low. Teachers need to pay special attention and guide students intensively in the reading process so that their interest in reading can grow and develop. One way that can be done is to make it a habit for students to read for 30 minutes before the lesson starts. In addition, teachers can also take advantage of their free time to provide additional guidance to students. In its implementation, teachers can use various reading methods, such as spelling methods, sound methods, and syllable methods, so that learning becomes more varied and effective (Sholatiah et al., 2023).

Based on the results of interviews with the 3rd grade homeroom teacher regarding the Reading Literacy Ability of Grade 3 Students, it shows the ability of students to understand and read simple words by paying attention to four reading criteria, namely listening, reading aloud, reading intensively and reading meaning. has an approach to help students who have difficulty reading letters and words, namely by providing additional time for reading activities, Provide questions per individual at the beginning of class, questions to complete, more complex description and literacy questions. And in increasing reading interest, we have implemented reading activities for 30 minutes at the beginning of learning. This is one of the methods used to

improve memory. In addition, by creating a reading corner program, and forming a discussion group, students can make presentations about the reading. In terms of reading fluency, students need to concentrate, have the ability to understand the content of the reading, and be able to digest the text read. In addition, it can apply reading methods for students and create reading sentence cards that can help students in compiling their comprehension. In understanding the content of a reading, students have the ability to remember the meaning of the text they read, but not all of them are able to understand the content of the reading and apply five methods: *lectures, questions and answers, problem solving, cooperative learning, and inquiry*. In intonation and expression, students can be assessed from facial expressions, appreciation, articulation and body position (body gestures) and can also give examples for reading poetry, fairy tales, and news. In improving students' vocabulary comprehension, it is important to add keywords when reading and structure sentences based on those keywords. And the strategy to improve students' vocabulary in the development of their vocabulary in reading is to take advantage of the internet, magazines, and books available in libraries. And students are involved in discussions after the reading, namely those who are passive, active and collaborative so that they can participate in conversations about the material that has been read, will provide reprimands, encouragement, and support through learning media.

Based on observations made in grade 3, it can be summarized as follows, students can recognize letters, words and sentences quite well, but on the other hand there are still students who have difficulty mastering some letters and words. Some students read fluently without pause, but there are also those who still stutter when reading. Students cannot give answers to questions about understanding the content of simple reading, because students read story texts or dialogues according to paying attention to intonation and expression. Regarding the interest in reading, there are some students who are very enthusiastic, while others seem less enthusiastic. Students can understand the vocabulary in the readings and can apply them in other situations. In addition, students are also active in participating in discussions about the readings they have read.

Based on the results of the reading literacy test for 3rd grade students of SDN Cimone 1 Tangerang City, the data collection process was carried out through the documentation study method. In this activity, the materials used are short story books that have been selected according to the level of cognitive development, interest, and reading ability of students at the elementary school level. The storybook has a simple plot, clear characters, and vocabulary that is easy to understand, but still contains moral messages and relevant linguistic elements to measure reading literacy competence. During the activity, teachers or assessors make direct observations on students' reading behavior, record pronunciation errors, reading fluency, and response to the content of the reading. After the reading session was over, students were given several questions both orally and in writing that referred to the content of the story. The questions include aspects of understanding the content of the text (who are the characters, what are the conflicts of the story, how is it resolved), the meaning of vocabulary, and the conclusion of the content of the story. The data collected from the results of the students' observations and answers were then systematically documented as evidence of the implementation of the test. These results were used to analyze reading literacy skills which included three main components, namely reading comprehension, reading fluency, and the skill of reconveying the content of the text. Through this documentation, a clear picture can be obtained of the level of reading literacy mastery of each group or individual, as well as the basis for planning a reading ability improvement program at the next stage.

According to Somandayu (in Rosnaningsih et al., 2021, p. 44), there are various factors that affect the reading process, including: (1) the attitude and interest of the reader, where the attitude is reflected in the feelings of like or dislike, while interest is the drive in a person to do an activity; (2) reading habits, namely whether a person is used to reading or often takes time to read as a need; (3) the level of intelligence, because the reading ability of each individual is not the same; (4) language skills, because limitations in vocabulary mastery can hinder comprehension of reading; (5) the condition of the reading, which includes the difficulty level of the material, page layout, font size, and so on; (6) knowledge of reading techniques, such as the ability to find key ideas and recognize keywords quickly; (7) the social, economic, and cultural background of the

reader; (8) emotional conditions, such as mood swings or unstable emotions; (9) knowledge and experience that have been previously had; and (10) physical conditions, for example, when a person is sick, it will be difficult for a person to concentrate while reading.

The various factors that have been described earlier have a very significant influence on a person's reading process. When the individual has a deep awareness of the importance of reading, this will encourage his interest in continuing to read even higher. With the increase in interest in reading, the knowledge gained will also increase significantly. In addition, the reading ability possessed by the individual will develop more targeted and systematic, so that the learning process and understanding of various information read will be more effective and efficient. This awareness of the importance of reading not only improves the quality of reading, but also has a sustained positive impact on the development of one's intellectual abilities and cognitive skills (Hilmiyah et al., 2023).

As stated by De Bruin (in Syaefudin, 2021: 15), the development of reading literacy skills in children can occur both in the family environment and in their social environment. The success of a child's education is highly dependent on the support and involvement of the family in various activities at school. In addition, the role of the school environment and the ability of teachers to recognize the characteristics of student literacy are also very crucial, so that the learning process provided can be adjusted to the needs of each student (Dwi Aprilia et al., 2023).

Based on the discussion above, it can be concluded that the reading literacy ability of 3rd grade students of SDN Cimone 1 Tangerang City is classified as good to very good. This can be seen from their ability to recognize letters, words, sentences, read fluently, and understand simple reading content. Teachers have implemented various strategies, such as reading for 30 minutes at the beginning of the lesson, providing reading corners, holding group discussions, and utilizing media such as books, magazines, and the internet to support literacy activities. However, there are still some students who have difficulty reading fluently and understanding the content of the text in depth. This difficulty is influenced by low reading interest and lack of independent practice. These findings show that the literacy program is already on the right track, but it needs to be strengthened with a more personalized approach, the use of technology, and increased parental participation so that reading literacy skills can be achieved optimally and evenly across all students.

CONCLUSIONS AND RECOMMENDATION

This study shows that this study shows that the reading literacy ability of grade 3 students at SDN Cimone 1 Tangerang City is generally at a fairly good to very good level, with most students able to recognize letters, words, and sentences, as well as read fluently and understand the content of the reading. This is inseparable from the application of varied and creative literacy learning strategies by teachers, such as the habit of reading for 30 minutes at the beginning of learning, the use of various reading media, and the approach of interactive methods such as group discussions and reading corners. However, the results of the study also revealed that there are still some students who are in the category of sufficient and deficient, which shows limitations in reading fluency, content comprehension, and vocabulary mastery. Factors such as low interest in reading, lack of independent practice, and differences in students' backgrounds are causes that require more attention. Overall, these findings confirm that literacy efforts in schools are on the right track, but they still need to be strengthened through individual approaches, the use of technology, and parental involvement so that all students can achieve optimal and equitable reading literacy skills.

Research Suggestions: It is further recommended to involve more than one elementary school in order to obtain a broader and comprehensive picture of students' reading literacy skills at grade 3 or other elementary school levels. This will help compare literacy practices between schools and identify patterns or factors that affect literacy outcomes more comprehensively.

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