

Analysis of Reading Comprehension Skills Based on Barrett's Taxonomy of Fourth Grade Students of Sapaya Inpres Elementary School Gowa Regency

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ABSTRACT

This study aims to analyze reading comprehension skills based on Barrett's Taxonomy and identify factors causing reading comprehension difficulties of fourth-grade students at Sapaya Elementary School, Gowa Regency. This study used a mixed methods method with a sequential explanatory design. Quantitative data were obtained through reading tests compiled based on the five levels of Barrett's Taxonomy, while qualitative data were collected through interviews, observations, and documentation. The results showed that students' reading comprehension skills were in the high category in the aspects of literal comprehension (77.77%), reorganization (70.37%), and appreciation (62.96%). However, the inferential (37.03%) and evaluation (22.22%) aspects were still low. Factors contributing to reading difficulties include internal factors (emotions, interests, reading habits) and external factors (school environment, learning methods). This study recommends the use of learning strategies that support higher-order thinking skills, such as the QAR method, as well as strengthening the school's literacy culture.

Keywords: *Reading Comprehension, Barrett's Taxonomy.*

1) INTRODUCTION

Reading is a fundamental skill that is crucial to the learning process and cognitive development of students. The purpose of reading is to seek and obtain information, including understanding the content and meaning of the reading. In an educational context, reading comprehension is key to accessing information, thinking critically, and actively participating in learning activities.

In the context of Islamic education, reading is not only considered a technical skill, but also a means of acquiring beneficial knowledge. As Allah SWT says in Surah Al-Alaq/96: 1-5, it can be seen that the key to life is reading. Allah SWT desires humans to read because by reading, humans can learn what is unknown and gain greater insight into what is already known. Allah SWT teaches humans through the pen or kalam through writing and reading.

Reading comprehension is an essential foundation for academic success and student literacy development. Beyond simply recognizing letters and words, reading comprehension involves complex cognitive processes to absorb, analyze, and evaluate information from text. Data from the 2022

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Programme for International Student Assessment (PISA) confirms that Indonesian students' reading ability remains below the international average, with a score of 359—12 points behind the 2018 achievement. This demonstrates the need for more effective interventions in elementary school reading instruction. This is in line with research conducted by Ai Suci Intan Pratiwi, which shows that the reading comprehension ability of fourth-grade students at SDN 2 Cintamanik can be categorized as low. Researchers found that some students experienced difficulties with reading comprehension. These difficulties included difficulty determining the main idea, grasping the content of the reading, and retelling the content.

Initial observations at Sapaya Inpres Elementary School indicate that fourth-grade students have significant variations in their reading comprehension abilities. In fourth-grade students at Sapaya Inpres Elementary School, several issues are apparent, including a lack of interest in reading, difficulties in understanding texts, and anxiety or a lack of self-confidence. Reading is not merely a technical skill for recognizing letters and words, but also involves a process of in-depth understanding of the information conveyed in the text. Previous research also shows that low reading comprehension is caused by interest and reading activity as well as differences in student abilities. In addition, the facilities and infrastructure available to students, as well as the school and family environment are influencing factors.

Barrett's taxonomy offers a comprehensive perspective for analyzing reading comprehension skills across five levels: literal comprehension, reorganizational comprehension, inferential comprehension, evaluative comprehension, and appreciative comprehension. This taxonomy provides a clear framework for evaluating students' reading comprehension skills and helps design appropriate interventions to improve these skills. Analyzing students' reading comprehension can provide educators with solutions for more effective learning strategies. This is crucial, considering that low reading comprehension skills not only impact students' academic achievement but also have long-term impacts on their literacy habits. This study aims to analyze reading comprehension skills based on Barrett's Taxonomy and identify factors contributing to difficulties in fourth-grade students at Sapaya Elementary School, Gowa Regency. The results are expected to serve as a basis for formulating targeted and contextual learning strategies to improve reading skills in elementary schools.

2) METHODS

This study used a mixed methods approach with a sequential explanatory design, namely data collection and analysis that began with a quantitative stage and then deepened through a qualitative stage. The study was conducted at SD Inpres Sapaya, Gowa Regency, with 27 fourth-grade students as subjects. Quantitative data were collected through a reading comprehension test compiled based on the five levels of Barrett's Taxonomy, while qualitative data were obtained through interviews, observations, and documentation. The test instrument was used to measure literal comprehension, reorganization, inferential, evaluative, and appreciation abilities, then analyzed using descriptive statistics to determine the percentage of achievement of each aspect. Furthermore, interview and observation data were analyzed through the stages of data reduction, data presentation, conclusion drawing, and unification, so that quantitative results can be explained in more depth to identify factors that influence students' reading comprehension abilities.

3) RESULTS AND DISCUSSION

Reading Comprehension Ability Based on Barrett's Taxonomy of Fourth Grade Students of Sapaya Inpres Elementary School, Gowa Regency

Reading comprehension in elementary school is the ability of students to not only recognize and understand words or sentences in a text, but also to explore and interpret the deeper meaning of the reading text. Reading comprehension skills based on Barrett's Taxonomy have five categories, namely: 1) Literal comprehension, 2) Reorganizational comprehension, 3) Inferential comprehension, 4) Evaluation comprehension, and 5) Appreciation comprehension.

Based on the characteristics of students, the author formulated indicators of reading comprehension, namely: students can understand the meaning of words/terms in the reading, find the main idea in the reading, capture the information contained in the reading, choose important points in the reading, draw conclusions, answer questions according to the reading, assess the content of the reading text. The reading comprehension abilities mastered by students can be categorized as high, low, and medium according to the following provisions:

Table 1: *Reading Comprehension Assessment Categories*

Mark	Category
0%-49%	Low
50%-62,4%	Currently
62,5%-100%	Tall

The test results for 27 students who were the subjects of the research on literal understanding, reorganization, inferential, evaluation, and appreciation can be shown in the table below:

Table 2: *Percentage Data of Student Test Results*

No	Name	Mastery of Comprehension Based on Barrett's				
		Taxonomy				
		PH	PR	PI	PE	PA
1.	AA	X	X	✓	X	✓
2.	AAT	✓	✓	✓	X	✓
3.	AR	✓	✓	X	X	X
4.	AS	✓	✓	✓	X	✓
5.	F	✓	X	X	X	✓
6.	FR	✓	✓	✓	✓	✓
7.	FAT	X	✓	✓	X	✓
8.	KR	✓	✓	X	X	X
9.	MEA	✓	✓	✓	✓	✓
10.	MA	✓	✓	X	X	X
11.	MADP	✓	✓	X	X	✓
12.	MMNA	✓	✓	X	✓	✓
13.	MAAH	✓	X	X	✓	✓

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14.	MSRZ	✓	✓	✗	✗	✗
15.	NUK	✓	✓	✓	✗	✓
16.	NKW	✓	✓	✗	✗	✗
17.	NA	✓	✓	✗	✗	✓
18.	NII	✗	✓	✗	✗	✗
19.	NI	✓	✓	✓	✓	✓
20.	NS	✓	✓	✗	✗	✗
21.	NH	✗	✓	✗	✗	✗
22.	R	✓	✗	✗	✗	✗
23.	SNA	✓	✓	✓	✗	✓
24.	TA	✓	✗	✗	✗	✓
25.	THR	✗	✗	✗	✗	✗
26.	V	✓	✓	✓	✓	✓
27.	NAHN	✗	✗	✗	✗	✓
Amount 27 Student		21	19	10	6	17
		Student	Student	Student	Student	Student
		77,77%	70,37%	37,03%	22,22%	62,96%

Based on table 4.2, a picture of the level of mastery of reading comprehension skills of fourth grade students of SD Inpres Sapaya is obtained based on Barrett's Taxonomy which consists of five categories, namely literal comprehension (PH), reorganization comprehension (PR), inferential comprehension (PI), evaluation comprehension (PE), and appreciation comprehension (PA). The data shows that in the literal comprehension category there are 21 students (77.77%) who are able to answer questions by meeting the indicator standards so that it can be categorized as high. In the reorganization comprehension category, 19 students (70.37%) show mastery which is also classified as high. Meanwhile, in the inferential comprehension category only 10 students (37.03%) achieve the mastery

criteria, which is included in the low category. In the evaluation comprehension category, 6 students (22.22%) are found to be able to achieve the test indicator criteria, indicating low mastery. As for the appreciation comprehension category, there are 17 students (62.96%) who achieve the mastery criteria, so it is included in the high category.

Literal comprehension can be categorized as high with a percentage of 77.77%. It is categorized as high because 21 out of 27 students can master literal comprehension, which includes the ability to remember information and recognize or identify information in the reading text. Based on the results of the reading comprehension ability test of grade IV students of SD Inpres Sapaya, on average, they are able to recognize and rewrite information contained in the reading text. The results of this study are supported by research conducted by Munaf Gustian with the title "Analysis of Reading Comprehension Ability Based on Barrett's Taxonomy Using the Small Group Discussion Learning Model in Grade VI Students of SD Plus Hang 'Tuah 4 Jakarta" which states that students who can understand literal comprehension are 84.84% with a high category.

Reorganization comprehension can be categorized as high with a total of 70.37%. It is categorized as high because 19 out of 27 students were able to master reorganization comprehension. This reorganization comprehension is the ability to organize or regroup information contained in a reading text. Based on the results of the reading comprehension ability test of fourth-grade students at SD Inpres Sapaya, 8 out of 27 students had difficulty in resummarizing the contents of the text. The results of this study are supported by research conducted by Amalisa Khusnul Khotimah entitled "Reading Comprehension Ability Based on Barrett's Taxonomy in Fourth-Grade Elementary School Students" which states that students can understand reorganization comprehension by 71%.

Inferential comprehension can be categorized as low with a percentage of 37.03%. It is categorized as low because only 17 out of 27 students can master inferential comprehension, 10 of whom have not been able to determine how to draw a conclusion from the reading text. Students have difficulty in rewriting a conclusion in the form of personal language related to the reading text given. Based on the results of the reading comprehension ability test of grade IV students of SD Inpres Sapaya, it appears that students have limitations in language skills and have not been able to organize words into sentences to be used as a conclusion. This is evident from the students' answers who only answered by rewriting the reading text without understanding the questions and readings given.

Evaluation comprehension can be categorized as low with a percentage of 22.22%. It is categorized as low because only 6 out of 27 students were able to master evaluation comprehension, 21 of them were not able to understand evaluation comprehension (giving an assessment of a reading text). Based on the results of the reading comprehension ability test of grade IV students of SD Inpres Sapaya, students were not able to understand how to give an assessment that was appropriate to the questions given and only rewrote paragraphs of the reading text, some students also wrote answers carelessly.

The comprehension of appreciation can be categorized as high with a percentage of 63.96%. It is categorized as high because 17 out of 27 students were able to provide a response to the contents of the reading text that had been read, 10 of them were not able to provide a response related to the reading text that had been read. This is proven by the results of the students' tests which were less precise in providing answers to the test questions given such as only answering part of the questions given, not being able to write down what they felt after reading and the parts they liked about the reading that had been read according to the test questions given.

Overall, the results of this study indicate that students' reading comprehension skills are more prominent in the aspects of literal comprehension and information reorganization, while abilities in higher-level comprehension aspects, such as inferential and evaluation, are relatively low. This condition implies that students tend to be more skilled at understanding explicit information and reorganizing it, but still experience difficulties in interpreting implicit meaning, providing critical assessments, and appreciating the content of the reading in depth.

Factors Causing Difficulties in Reading Comprehension Based on Barrett's Taxonomy

There are many different causes of the learning challenges students face. Based on observations, interviews, documentation, and tests, researchers obtained information regarding the factors causing difficulties in reading comprehension among fourth-grade students at SD Inpres Sapaya, Gowa Regency, as follows:

Internal factors are everything that comes from within the student. The internal factors that researchers obtained based on the results of interviews, observations, tests and documentation are as follows: Attitude and Interest, based on the research results, the reading attitudes and interests of fourth-grade students at SD Inpres Sapaya showed a positive but conditional tendency. The four

students (V, MEA, AAT, and MAAH) expressed interest in reading activities, especially in visual reading materials such as picture stories and comics. However, their reading intensity was relatively low and depended on the appeal of the book they read, especially in terms of illustrations and presentation. This is in line with the concept that positive attitudes tend to be latent and permanent, while interests are more directed towards momentary attractions that can influence the choice of reading activities. Emotions, based on the research findings, emotional factors significantly influence the reading comprehension skills of fourth-grade students at Sapaya Inpres Elementary School. Disturbing emotional states can become an important focus in cognitive processes, especially when students are faced with reading tasks that require concentration and accuracy.

Reading Habit, based on observations at Sapaya Inpres Elementary School, reading habits are a factor that influences students' reading comprehension. The lack of reading habits among fourth-grade students at Sapaya Inpres Elementary School can be seen in several things: students do not make time to read, students read books at the teacher's direction rather than on their own initiative, students rarely visit the library, and students do not have the initiative to find reading materials.

External Factors, school environment the school environment significantly influences student growth and development, as school has become a part of their lives. Therefore, the school environment significantly influences the development of children's reading skills. Observations indicate that the school environment at Sapaya Inpres Elementary School does not support children's reading skills. This is evident in the low reading culture within the school environment and the lack of reading slogans within the school environment. Observations indicate that the reading culture at Sapaya Inpres Elementary School is still low because most students do not spend time reading books.

Reading corners serve as a platform to encourage students to read, thereby developing their potential and thinking skills. Observations revealed that in the fourth grade of SD Inpres, there were no reading corners or literacy trees. A dedicated reading area is a reading garden, which students use solely for playing and storytelling. Learning Methods, the teaching methods teachers use in the learning process are a factor in students' reading comprehension. A variety of methods is needed to attract students' attention and reduce boredom during learning.

4) CONCLUSIONS

The results of the study indicate that the reading comprehension ability of fourth-grade students of SD Inpres Sapaya is in the high category in the aspects of literal comprehension, reorganization,

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and appreciation, but is still low in the inferential and evaluative aspects that require higher-order thinking skills. This indicates that students find it easier to understand explicit information than to interpret and evaluate the content of the reading. This study also found that reading comprehension difficulties are influenced by internal factors, such as reading interest, study habits, and self-confidence, as well as external factors, such as the learning environment, learning methods, and the availability of reading materials. Thus, more varied learning strategies and approaches are needed to improve reading comprehension abilities at a high level, especially through literacy activities that train students' reasoning and analysis.

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