



# Analysis of Students' Reading Comprehension Skills: An Overview of Indonesian Language Textbooks

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**Abstract.** Reading comprehension skills can influence student learning success. One factor affecting reading comprehension skills is the reading source in the form of textbooks. This study aims to analyze students' reading comprehension skills in terms of Indonesian language textbooks. Type This type of research is a mixed-methods study. The subjects of this research were students of SMPN 1 Kwanyar. The research data was obtained through a quantitative approach with a survey design of reading comprehension skills using a test instrument. The indicators of reading comprehension skills used are literal understanding, reorganization, inferential understanding, evaluation, and appreciation. Qualitative methods are used to analyze the Indonesian language textbooks for class VIII, which students have been using to learn Indonesian. The results showed that the average reading comprehension skills of SMPN 1 Kwanyar students were 47% below the low category. The details of each indicator include literal understanding (81% including the medium category), 66% reorganization including the medium category, 9% inferential understanding including the low category, 48% evaluation including the low category, and 50% appreciation including the low category. Based on the results of the analysis of class VIII Indonesian textbooks, it was found that the presentation of the material and the form of the questions given were more indicators of literal understanding and reorganization. In contrast, inferential understanding, evaluation, and appreciation indicators had yet to be emphasized.

**Keywords:** Indonesian Language Textbooks, Reading Comprehension Skills, Student Learning.

## 1 Introduction

Language is an interactive communication process involving reading comprehension and other language-related skills. Reading comprehension is evaluated in the context of daily activities [1]. Learning to read is a skill that will be useful for the rest of one's life [2]. Reading comprehension is also a component of all learning activities, demonstrating how crucial it is to develop reading abilities [3].

Internationally, UNESCO states that Indonesia only has 0.001% interest in reading, which means that Indonesian people's interest in reading is meager [4]. From these facts, Indonesia is a country where people's interest in reading is still low. The United Nations Development Program (UNDP) reported 2014 that Indonesia's Human Development Index (HDI) was ranked 108th out of 187 countries. It shows that Indonesia's human resources quality is at a medium level. One of the factors causing Indonesia to lag is the low quality of education. The dominance of the speaking culture exacerbates this situation compared to the culture of reading [5]. The results of a survey by Airlangga University (Unair), Surabaya, in 2019 showed that nine districts or cities in East Java were used as research subjects, including Bangkalan. Bangkalan was ranked last among nine districts/cities with an index of 2.78, after Pasuruan, Situbondo, and Tuban in terms of interest in reading [6].

Every life includes reading. People's interest in reading, especially school-aged children, must be encouraged. It is reinforced by the statement [7] that middle and high school students have relatively low interest and reading ability. Students' common interests and reading ability will affect cognitive quality [8].

This cognitive quality will undoubtedly be related to student learning success. [9] stated that students' reading skills greatly influence student learning success. In reading skills, a person will be able to determine the structure of the text, the purpose of reading, and mastery of vocabulary [10]. In other words, students can understand the material in all the subjects they cover with reading skills [11]. As a result, reading comprehension becomes a fundamental skill that students need to possess to learn.

According to [12], reading involves many things, not just reciting writing but also visual, thinking, psycholinguistic, and metacognitive activities. Meanwhile, [13] stated that reading skills are unique, essential in developing knowledge, and as a communication tool for human life. Reading skills are also the central pillar of language and can significantly contribute to language mastery and learning achievement [14]; [15].

The most important thing about reading skills lies in increasing the effectiveness and efficiency of understanding. [14] stated that reading skills and reading comprehension are interrelated. Reading comprehension skills are reading skills at a higher reading level than mechanical reading [16]. It shows that reading is not just a process of literacy but also a process of understanding the content of the reading.

Emphasized that in reading comprehension skills, it is a good idea for teachers to conduct evaluations to determine students' understanding in absorbing the information they have obtained through reading texts, whether oral or written tests [17]. According to [16], reading comprehension is a cognitive process in category two of six categories: remembering, understanding, applying, analyzing, evaluating, and creating. It proves

that reading comprehension requires students' cognitive abilities to absorb information from the reading text.

Based on a survey conducted at SMPN 1 Kwanyar in 2022 with 50 students, the results showed that the %age level in the low category was 53%, medium 28%, and high 19%. Based on this, in the analysis of students' reading interests, the majority are in the low category. On the other hand, reading skills are closely related to reading interest. As explained by [18] research results (2016), a relationship exists between interest in reading and reading skills at the primary level. Based on inferential statistical analysis (correlation analysis) results, the  $r$  value was obtained at 0.99. So  $H_0$  is rejected, and  $H_1$  is accepted. [19] her research shows a relationship between interest in reading and reading skills. It is proven based on the hypothesis test results, which show the correlation coefficient value  $r_{count} > r_{table}$  ( $0.627 > 0.221$ ) with a significance level of 5 with  $N=79$ . Likewise, research by [20] shows that the correlation value between interest in reading and reading skills is 0.811, or there is a high close relationship.

Factors that influence reading comprehension skills include motivation [21]. It is also necessary to plan a learning process that focuses on reading skills [22]. Another determinant of reading success is using alternative learning strategies [23]. Another factor is textbooks [24], [25], [26]. Many factors influence reading skills. Therefore, the current research focus is needed to obtain in-depth results and analyze students' reading comprehension skills in Indonesian language textbooks for class VIII students.

## 2 Methods

The type of research used is a mixed method using quantitative and qualitative methods [27]. The research subjects were 32 students at SMPN 1 Kwanyar. This research was conducted in August 2023. A quantitative approach was accomplished by designing a reading comprehension skills survey with test instruments. The reading comprehension skill indicators used are literal comprehension, reorganization, inferential understanding, evaluation, and appreciation [17]. Qualitative methods were used to analyze the class VIII Indonesian language textbooks students have used to learn Indonesian. The reading skills survey data was analyzed into three categories: high, medium, and low [28].

**Table 1.** Reading Skill Level Index

No.	Interval	Category
1.	$X > 82\%$	High
2.	$63\% < X \leq 82\%$	Medium
3.	$X \leq 63\%$	Low

Meanwhile, the book's findings will be evaluated in light of any parts of [17] improved reading comprehension abilities.

**Table 2.** Aspects of Reading Comprehension Skills

No.	Aspects	Indicators
1.	Literal Comprehension	Students can find explicit information in the text.
2.	Reorganization	Students can find the main sentence and main idea.
3.	Inferential Understanding	Students can find facts and opinions in the text.
4.	Evaluation	Students can determine the correct opinion.
5.	Appreciation	Students can give a review of the writers' writings.

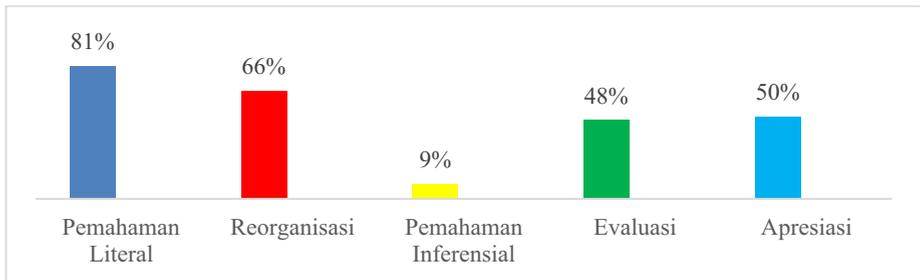
### 3 Results and Discussion

#### 3.1 Analysis of Reading Comprehension Skills

The reading comprehension skills test was given to 32 students at SMPN 1 Kwanyar, covering literal understanding, reorganization, inferential understanding, evaluation, and appreciation. All aspects of reading comprehension skills are summarized in Table 1, and the distribution of each aspect of reading comprehension skills is shown in Figure 1.

**Table 3.** Analysis of Reading Comprehension Skill Scores

N	Minimum Score	Maximum Score	Score Range	Average Score	Standard Deviation	%age	Category
32	25	75	50	47,19	14,56	47%	Low



**Fig. 1.** A histogram of the distribution of each component of reading comprehension

According to Table 3's findings, 32 students enrolled in SMPN 1 Kwan-yar, with scores ranging from 25 to 75. The average score was 47.19, with a standard deviation of 14.56, and the %age level achieved was 47%, indicating that the students' reading comprehension skills fall into the low category.

Figure 1 illustrates the level of reading comprehension skills in detail. The literal understanding aspect's %age level is 81%, including the medium category; the reorganization aspect's %age level is 66%, including the medium category; the inferential

understanding aspect's %age level is 9%, including the low category, and the assessment aspect's %age level is 48%.

### 3.2 Results of the Textbook Analysis

Following a comprehensive examination of the class VIII Indonesian language textbook, the following conclusions can be drawn:

**Berlatih**

Kalian sudah membaca teks "Penumpang Bus Kota". Dalam tabel berikut terdapat beberapa kalimat informasi. Cermatilah ada/tidaknya informasi tersebut di dalam teks, kemudian centanglah kolom yang sesuai!

Tabel 1.1 Informasi Teks "Penumpang Bus Kota"

Informasi	Ada	Tidak Ada
Bus kota mengangkut beragam penumpang, yaitu anak sekolah, pegawai kantor, dan masyarakat umum lainnya.		
Seorang peserta didik berseragam SMP berdiri tepat di belakang sopir.		
Ada seorang ibu yang memangku anak balita.		
Seorang laki-laki penyandang disabilitas mendapat tempat duduk.		
Penumpang prioritas tidak didahulukan untuk mendapat tempat duduk di dalam transportasi umum.		

Dengan mencentang tabel di atas, kalian berlatih membaca teks dengan saksama untuk menemukan informasi.

Bab 1 | Menulis Teks Laporan Hasil Observasi | 5

Fig. 2. Practice Activities

Students in this task read the "City Bus Passengers" passage before working on the questions. The questions have been organized into a table with multiple linked questions about the accuracy of the text's material, including an explanation of a mother holding her child or a student following the vehicle. Literal comprehension is the part of reading comprehension covered in this activity.

The class VIII of Indonesian language textbook Activity 2 on page 9 contains more findings. The theory of finding subjects and main ideas in observation reports is taught to students. Finding the primary idea or significant idea of each paragraph in the observation report text in the text "Motorcycles in Indonesia" is one of the practice tasks for the students on page 15.

**Kegiatan 2:**  
**Menemukan Topik dan Gagasan Utama dalam Laporan Hasil Observasi**



**Membaca**

Kalian mungkin sering mendengar kata topik dan gagasan utama. Namun, tahukah kalian perbedaan di antara keduanya? Bacalah perbedaannya dalam tabel berikut.

Topik	Gagasan Utama
Merupakan ide atau pokok pembicaraan dalam teks atau karangan yang menggambarkan keseluruhan isi karangan.	Merupakan ide utama atau inti pembicaraan yang ada dalam sebuah paragraf. Gagasan utama juga disebut ide pokok.
Bersifat umum	Bersifat khusus

**Contoh:**

**Sepeda**

Sepeda adalah kendaraan yang umum dipakai anak SMP Perwira. Setiap hari puluhan pelajar mengayuh sepeda ke sekolah dan menaruhnya di tempat parkir khusus sepeda yang dibangun sekolah dua tahun lalu. Datang ke sekolah dengan sepeda seperti menjadi sebuah kebanggaan. Anak-anak yang dahulu diantar orang tua mereka dengan mobil atau sepeda motor, kini memilih ke sekolah dengan bersepeda.

Kalimat yang digarisbawahi mengandung gagasan utama.

Topik: sepeda

**Laporan Hasil Observasi "Sepeda Motor di Indonesia"**

- Ajukan pertanyaan! Apa yang paling banyak dibahas dalam tulisan tersebut?
- Perhatikan judulnya
- Perhatikan hal yang dibahas dalam paragraf pertama dan terakhir!
- Perhatikan kata-kata yang paling sering muncul!
- Amati peristiwa yang paling sering dibahas!
- Amati petunjuk gambar!

2. Menemukan gagasan utama atau ide pokok setiap paragraf pada teks laporan hasil observasi "Sepeda Motor di Indonesia"

Paragraf	Gagasan Utama
Paragraf ke-1	
Paragraf ke-2	
Paragraf ke-3	
Paragraf ke-4	
Paragraf ke-5	
Paragraf ke-6	

Dengan mengisi tabel di atas, kalian berlatih membedakan antara topik dan gagasan utama.

Fig. 3. Activity 2 and Practice Activities

In this activity, students learn how to find topics and main ideas and then practice doing exercises based on the text "Motorcycles in Indonesia." This practice activity encourages students to be able to differentiate between the topic and the main idea of each paragraph. The paragraphs used are adapted to the reading text "Motorcycles in Indonesia" with six paragraphs. This activity also follows the aspect of reading comprehension skills (reorganization).

The subsequent finding in the textbook is in Practice Activity 4 on page 92. Students practice putting tick marks on the practice table to distinguish between facts and opinions, including inferential comprehension, in the second aspect of reading comprehension skills. This training activity is presented based on the article "Interaction of Disabled Students in Inclusive Schools" in Figure 4.

Another discovery was that the textbook contained only some facets of reading comprehension, such as assessment and appreciation. While the appreciation element has indicators, specifically that students can respond to the writing, the assessment aspect is related to the indicator that students can discern the correct opinion about the text.

Kalimat	Fakta	Opini
Peserta didik yang mengalami keterbatasan, baik dari segi fisik maupun mental, disebut peserta didik difabel.		
Dikutip dari laman <i>halodoc.com</i> , difabel adalah bentuk halus untuk menggambarkan kondisi seseorang yang mengalami disabilitas atau keterbatasan, baik dari segi fisik, mental, maupun intelektual.		
Peserta didik difabel sudah selayaknya mendapat layanan khusus saat berinteraksi di sekolah inklusi.		
Jadi, sekolah inklusi memberikan layanan khusus terhadap peserta didik difabel dalam berinteraksi.		
Berdasarkan penelitian yang dilakukan oleh Prasetyo (2010: xv), interaksi terhadap peserta didik difabel dapat dilakukan dengan interaksi simbolik atau interaksi yang menggunakan simbol-simbol, seperti puzzle, gambar, dan simbol-simbol pendukung lainnya.		
Layanan ini seharusnya tidak hanya datang dari guru pendamping, tetapi juga dari semua pihak yang ada di sekolah.		
Jika sewaktu-waktu peserta didik difabel keluar dari sekolah dengan alasan apa pun, masyarakat diharapkan memperlakukan mereka dengan baik.		
Dengan membubuhkan tanda centang pada tabel di atas, kalian berlatih membedakan kalimat fakta dan opini.		

Fig 4. Practices Activities

Another finding indicated that other aspects of reading comprehension, such as assessment and appreciation components, were missing from the textbook. While the appreciation component includes indicators, such as the fact that students can respond to the writing, the assessment component is linked to the indicator that students can identify the proper perspective on the text.

### 3.3 Discussion of Scientific Findings

A reading skills comprehension survey was administered on August 10, 2023, and the results were used to analyze the pupils' reading comprehension abilities at SMPN 1 Kwanyar. The average score across all variables, including the poor group, was 47%. The medium category also includes the indications for literal comprehension and

restructuring. However, inferential comprehension, assessment, and appreciation markers fall into the low category.

Based on the outcomes of the textbook analysis, it was discovered that Figure 2 was a task that might improve reading abilities. The text's information was to be found by the students. Literal understanding skills are being developed in this way [17]. The illustration depicts the Indonesian language textbook.

The main goal of practice exercises, including Figure 3, is to hone reading comprehension abilities in the restructuring aspect [17]. According to Figure 3's examination of the Indonesian language textbook for class VIII, students should theoretically be taught to distinguish between different topics and primary ideas before being provided examples. It demonstrates how the textbook's rearrangement features make reading comprehension learning tasks easier. A practice exercise for identifying the critical thoughts or ideas in each paragraph of the text "Motorcycles in Indonesia" is also shown in Figure 3. Students are instructed to identify each paragraph's critical thoughts or ideas in the reading text, as depicted in the illustration. In this sense, the textbook aids in the restructuring process.

Figure 4 shows how reading comprehension skills are being developed through practice in inferential knowledge [17]. According to the findings of the examination of Indonesian language textbooks, exercises for detecting facts and opinions in popular scientific articles can be found on pages 91–92. Students are asked to locate facts and viewpoints in a well-liked scientific reading material, as shown in Figure 4. In this approach, the textbook aids the process of inferential knowledge. However, reading comprehension abilities' evaluation and appreciation components were not discovered.

Because junior high school textbooks encourage literal understanding and reconstruction, reading comprehension skills in these areas are linear concerning the score, which is in the medium group. It is confirmed as a result of the textbook's failure to include exercises that would have helped students improve their reading comprehension skills in the evaluation and appreciation aspects, which led to low marks in these two areas. According to [24], [25], and [26], textbooks have an impact on students' reading comprehension abilities. These findings support that theory.

Although there are activities in the textbook that can help students build their inferential understanding, the outcomes for this component are different, and the student's scores are often low. It demonstrates how challenging inferential understanding is for students. According to Rohmah's research from 2022, kids cannot grasp the inferential understanding component; as a result, it requires motivation and the proper approach. According to [17], increasing some components of inferential thinking requires a balance, much like the literacy movement. Teachers should pay special attention to this element to prepare them to plan learning techniques when instructing [29]; [22] for Indonesian aspects that still need to be finalized.

## 4 Conclusion

All aspects of reading skills were acquired; 47% were included in the lower category. As for the details of each aspect covered, literal understanding (81%) had the middle

category, reorganization (66%) included the medium category, inferential understanding (9%) included the lower category, evaluation (48%) had the low category, and appreciation (50%) included the bottom category. Based on the analysis of the eighth-grade Indonesian language textbook, the results were obtained that the presentation of the material and forms of the practical activities led more to aspects of literal understanding, reorganization, and inferential understanding.

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