Developing Students' Reading Comprehension Abilities Using the Reading Workshop Learning Model in Students of Class IV of State Elementary Number 101992 Cimahi

Darmainur Sitepu[1*)], Sutikno[1]

[1)] *Muslim Nusantara Al Washliyah University, Medan, Indonesia*

[*)] Corresponding Author: darmainursitepu@gmail.com

Abstract
The reading ability of elementary school students in Indonesia remains low, particularly at Public Elementary School Number 101992, Cimahi, Bangun Purba District. This study aims to identify factors contributing to low reading ability and to evaluate the effectiveness of the Reading Workshop model in improving students' reading comprehension skills. The research questions focus on (a) students' initial and final reading abilities using the Reading Workshop model, (b) the model's effectiveness in enhancing reading skills, (c) significant differences in students' reading abilities before and after implementation, and (d) the strengths and weaknesses of the model. This study employed a quasi-experimental method with a one-group pretest-posttest design. Data were collected through tests, questionnaires, and observations. The study was conducted in Class IV of Public Elementary School Number 101992. The findings reveal a significant improvement in students' reading comprehension, as indicated by the statistical result t count (2.78) > t table (2.66) at $p < 0.05$ with df = 58. This suggests that the Reading Workshop model is effective in enhancing reading skills among elementary students. The study highlights the potential of structured reading interventions to address literacy challenges and improve students' academic performance.

Keywords: *development, reading skills, comprehension, reading workshop model.*

I. INTRODUCTION

Reading is one of the most important language skills because it has many functions in human life, and reading is one of the most important factors in determining a person's academic success. However, Indonesians prefer to spend time in front of television rather than reading. Based on the research results, the International Research Institute ranked children's reading ability in Indonesia 64th out of 65 countries (PISA survey results December 2013). The problem is that not everyone like to read, including master's and/or doctoral students (Supriyanto., 2001). This problem requires immediate resolution, from which we must begin studying and analyzing. According to the Head of the Center for Human Resource Dynamics Studies (Saefullah., 2001), low interest in reading among the public, especially students, can also be seen from the results of a survey by the Newspaper Publishers Association (SPS) in 1999. In one year, public spending on books and newspapers was only Rp 1.9 trillion, while spending on cigarettes reached Rp 47 trillion, and on illegal drugs reached Rp 145 trillion.

Looking at the data above, it turns out that some Indonesian people are not yet interested in buying books and newspapers; only a small portion like to buy books and newspapers. This shows that the reading interest of Indonesians is still low. This interest in reading certainly deserves serious attention because it has a close relationship or can affect the child's learning process. Therefore, further in-depth research is required to overcome this problem. The issue that the reading ability of elementary school students in Indonesia is still low is the main focus of this study. This issue deserves serious attention because reading ability is closely related to, or can affect, a child's learning process. Therefore, this activity will try to explain the factors that cause the low reading ability of elementary school students, especially SD Negeri Number 101992 at Cimahi. In addition, this activity was designed to provide an alternative reading teaching method that has the potential to improve reading ability. This alternative reading teaching is the application of the reading workshop model, whose effectiveness has been tested through experiments by elementary school teachers in the United States. This teaching model has universal characteristics that can be explained in various cultural and educational environments. The

model will be introduced to the teachers. Elementary School is an alternative to reading teaching, especially to improve elementary school students' reading ability. Based on the above, research on the application of the Reading Workshop Model in learning to read Indonesian in elementary schools needs to be conducted.This research is centered on the role of character education in fostering students' ethical reasoning and moral decision-making in the digital era, where such challenges are becoming increasingly intricate and multifaceted.It investigates the extent to which character education exerts an impact on student conduct and the effectiveness of implementation strategies.In light of the pivotal role that collaboration between schools, families, and communities plays in nurturing character education, this research endeavor aspires to offer profound insights into the methodologies that could be adopted to fortify students' moral reasoning and decision-making in the face of the ever-evolving digital landscape. The integration of values and critical thinking skills is anticipated to furnish students with robust ethical guidance across real and virtual domains.

II. METHODS

The method used in this study is a quasi-experimental method with a one-group pretest-posttest design, as described in Table 1.

Table 1. Research Design

01	X	02

(McMillan & Schumacher, 1989:312)

Based on the diagram, X = means treatment, namely teaching children to read Indonesian.class IV of State Elementary School Number 101992 Cimahi, Bangun Purba District, 2024-2025 Academic Year using reading workshop. 01 = giving pre-test, and 02 = post-test. This method was used to test the effectiveness of using the Indonesian reading teaching model with reading workshops on Class IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District.

Population & Sample
Arikunto (2005:108) states that "Population is the entire research subject." Thus, the population in this study was students in Class IV of State Elementary School Number 101992 Cimahi, Bangun Purba District. Arikunto's opinion (2005:107) states; "just to be a guide, if the subjects are less than 100 people, it is better to take all of them, the research is a population research. Furthermore, if the subjects are large, 10-15 or 20-25% or more can be taken." Therefore, the author chose Arikunto's opinion that the subjects were 20-25%, so that the data from the samples were valid, and the sample was grade IV of State Elementary School Number 101992 Cimahi, Bangun Purba District, 2024-2025 Academic Year.

Data Collection
The data collection techniques used in this study are as follows: Test techniques were used to collect data or information about reading learning outcomes through reading workshops. The test instrument used was an effective reading speed test (KEM). The Indonesian language comprehension reading learning outcome test was also conducted. After going through the improvement stage and being tested again, this instrument has met the validity and reliability criteria, which are used to solve the problem of students' Indonesian language reading learning outcomes and support problem solving in teaching reading models.

The questionnaire technique was used to collect data or information about the teaching and learning process using reading workshops from Grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District. This questionnaire was used to collect data on the quality of the teaching and learning process of teachers and students using reading workshops in grade IV of State Elementary School Number 101992 Cimahi, Bangun Purba District, 2024-2025 Academic Year. This instrument is used to solve problems in the teaching and learning process of reading and to support problem solving in reading teaching models. The questionnaire based on its type consists of two types: a questionnaire for students and a questionnaire for teachers. This questionnaire was used to explore data or information about students' views on the learning process through reading workshops. This questionnaire also helps determine the quality of the teaching and learning process using reading workshops according to students and teachers. Based on its form, this questionnaire is a mixture of a closed questionnaire and an open questionnaire. The mixed questionnaire was a combination of closed and open questionnaires. This questionnaire, in addition to providing possible answers, also provides dots to accommodate possible answers that are not yet available. Meanwhile, based on the number of questionnaires used in this study, there were two types of questionnaires: teacher questionnaires and student questionnaires.

Observation techniques are used to collect data and information about the quality of the Indonesian language teaching and learning process using "reading workshops ". Observation instruments were used to collect data on the quality of

teaching and learning processes of teachers and students using reading workshops. This instrument aims to solve problems in the Indonesian language reading teaching and learning process and to support problem solving in the Indonesian language reading teaching model. Observations were conducted to observe the quality of the teaching and learning processes of reading using RW. This observation serves to determine the quality of the RW teaching and learning process based on classroom observations. Observations in the form of a matrix contain aspects of the teaching and learning process in the details of the descriptors and indicators that are observed and recorded, and are compiled based on research problems, operational definitions, and syntax of activities in RW. The teaching model was used to provide teaching treatment using the Teaching Model with RW. This model was used to test its effectiveness in improving the Indonesian reading skills of elementary school students.

Data Technique
Test Validity Testing
Validity testing focused on the learning outcome test of grade IV elementary school students in reading comprehension in Indonesia.
In the rational test, the judgment test technique of weighing questions is used, with the following aspects assessed: a) the quality of the learning objectives of reading comprehension; b) the relationship between objectives and questions; c) the content of the questions; d) the relationship between the stem and the options; e) the language of the questions; and f) the homogeneity of the options. Based on the results of the trial, the validity of the test instrument (pre-test and post-test) was validated in terms of both the content and construct for use through several improvements.
Reliability Testing
The reliability test of the results of learning to read Indonesian language comprehension for elementary school students aims to test the level of accuracy of the measuring instrument because a good test instrument, in addition to having a level of validity, must also have a high level of reliability. In this study, the reliability of the test instrument was analyzed using the correlation technique between the even and odd scores. The calculation uses the formula from Subino (1987:114), as follows:

$$\Gamma_{\text{gn gj}} = \frac{\sum X_{\text{gn}} X_{\text{gj}}/N - (-\text{gn})(-\text{gj})}{(S_{\text{gn}})(S_{\text{gj}})}$$

Γ correlation between even and odd scores
gn Next, the reliability coefficients of all tests were calculated using the following formula:

(Subino, 1987: 115)
Reliability coefficient of the entire test
    Based on the test results, the level of reliability of the pretest and posttest questions has a good level of reliability.
Difficulty Level Test
Testing the level of difficulty of the test items for the results of learning to read Indonesian language comprehension for elementary school students aims to see or prove whether the tool has a proportional level of difficulty; namely, the questions are not too difficult and not too easy. The technique for testing the level of difficulty of the questions uses the following formula

$$\text{TK} = \frac{(\text{BU} + \text{BA})}{(n_u n_a)}$$

(Subino, 1987: 96)
TK= Difficulty Level
BU= Correct from Superior Group
BA= Correct from Asor Group
n_u = Number of tests from the superior group 27%
n_a = Number of tests from the asor group 27%

The criteria for the level of difficulty of the questions were based on the following benchmarks.
a.   < 0.10 = very difficult
b.   0.11 – 0.24= difficult
c.   0.25 – 0.75= moderate

d.   0.76 – 0.90= easy
e.   0.91 – 0.10= very easy
(Wirasasmita, 1998; 103)
Based on the test results, the level of difficulty of the pre-test and post-test questions on Indonesian reading ability has a proportional level of difficulty, namely, it is neither too difficult nor too easy.
Discriminatory power testing
In testing the discrimination power (DP) of the Indonesian language reading comprehension learning outcome test, the following formula was used:

$$DP = \frac{fT - fR}{n}$$

(Nurgiyantoro, 1998: 130)

  fT= number of correct answers with high numbers
  fR= number of correct answers with low numbers
  n= number of subjects in the high or low group (24%)

Criteria for interpretation of discriminatory power

a.   < 0.40 = can be used
b.   0.20 – 0.39= revision
c.   > 0.19= replace
(Wirasasmita, 1998: 102)

Based on the test results, the differentiating power of the pre-test and post-test questions on Indonesian language reading ability was sufficient level of differentiating power.

III.   RESULTS AND DISCUSSION

This chapter describes (a) the process of learning-to-read comprehension with a reading workshop, (b) reading comprehension skills using a reading workshop, (c) improving reading comprehension skills using a reading workshop, (d) differences in reading comprehension skills using reading workshops, and (e) the quality of reading comprehension learning using a reading workshop.

A. *Reading Comprehension Learning Process with Reading Workshop*
The process of learning to read comprehension using the Reading Workshop for Grade IV students of State Elementary School Number 101992 Cimahi is divided into the following three stages.
Stagestarting with a pretest activity, then apperception, namely students receive an explanation about the type and title of reading material, students choose a reading title that suits their interests, students receive a reading text, and students receive an explanation about the steps for reading comprehension with a reading workshop.
The second stage involved the following five steps. (1). Students listen to an example of a teacher reading aloud a text entitled "Kena Batunya," then students and the teacher carry out reading aloud activities according to the text. which he chose, including the titles "Helping Grandma," "Udin the Complex Busker," "That's the Result," "Report Card Grades," "History of the Minangkabau Keris," "A Smart Child," and "The Origin of the Name Banyuwangi," and students were given the opportunity to ask questions about the difficulties of reading aloud, students and teachers asked and answered questions about vocabulary that was considered difficult and looked it up together in the dictionary, students answered questions given by the teacher. (2). Students listen to the teacher's explanation about the procedure for silent reading, read silently individually (individualized/silent reading) according to the text they choose using time measurements (minutes and seconds), answer questions given by the teacher, and ask and answer questions about the answers to the questions they are working on. (3). Students are divided into three groups of 12 people each; each group chooses the title of the reading they will read, group 1 is entitled "Si Muin's Ambition," "That's the Result," and "A Smart Child," group 2 is entitled "Report Score," "Helping Grandma," "History of the Minangkabau Keris," and group 3 is entitled "Udin the Complex Busker," "Kena batunya," and "The Origin of the Name Banyuwangi," students read together (shared reading); students ask questions or exchange ideas about the contents of the reading; students answer questions given by the teacher. (4). Students listen to the teacher's explanation about how to summarize the reading in writing, students summarize the results of their reading in writing, and students and teachers ask questions about the results of the written summary made

by the students. (5). Students carry out guided reading activities by the teacher (6). Students and teachers shared answers and discussed the content of the reading. The final stage, the post-test activities, determines further activities that must be carried out by students.

B. *Reading Comprehension Skills*
Initial Abilities
The aspects that are measured are (a) literal, which is the understanding contained in the reading text; (b) inferential, which is the understanding of the ideas in the reading; (c) elaboration, which is the understanding outside the reading text and conclusions; and (d) evaluation, which is the understanding of students' responses to the content of the reading.

The initial reading ability is Indonesian language comprehension (before learning with Reading workshop) of grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District, 2024-2025 Academic Year is as follows.

The initial ability of students' reading comprehension in the literal aspect is an average of 4.31 (53.87%). This means that the initial ability to understand the literal aspect in students' reading comprehensionClass IV of State Elementary School Number 101992 Cimahi, Bangun Purba District is considered almost sufficient

The initial reading comprehension ability of students in the inferential aspect is an average of 1.83 (45.75%). This means that the initial reading comprehension ability of students in the inferential aspect is 1.83 (45.75%).Class IV of Elementary School Number 101992 Cimahi, Bangun Purba District, is classified as lacking in understanding inferentials.

The initial reading comprehension ability of students in the elaboration aspect is an average of 5.14 (64.25%). This means that the initial reading comprehension ability of students in the elaboration aspect is 5.14 (64.25%).Class IV of Elementary School Number 101992 Cimahi, Bangun Purba District, in understanding the reading in terms of elaboration is classified as sufficient. The initial reading comprehension ability of students in the evaluation aspect is an average of 1.11 (55%). This means that the initial ability of fourth grade students of State Elementary School Number 101992 Cimahi, Bangun Purba District in understanding reading in the evaluation aspect is classified as almost sufficient.

The final reading comprehension ability of Indonesian (after learning withReading workshopThe fourth grade students of State Elementary School Number 101992 Cimahi, Bangun Purba District are as follows.

The final ability of students' reading comprehension in the literal aspect is an average of 5 (62.5%). This means that the final ability to understand the literal aspect in students' reading comprehensionClass IV of State Elementary School Number 101992 Cimahi, Bangun Purba District is classified as quite good

The final reading comprehension ability of students in the inferential aspect is an average of 1.83 (45.75%). This means that the final reading comprehension ability of students in the inferential aspect is 1.83 (45.75%).Class IV of Elementary School Number 101992 Cimahi, Bangun Purba District, is classified as lacking in understanding inferentials.

The final reading comprehension ability of students in the elaboration aspect was an average of 6.88 (86%). This means that the final reading comprehension ability of students in the elaboration aspect was 6.88 (86%).Class IV of Elementary School Number 101992 Cimahi, Bangun Purba District, in understanding the reading in terms of elaboration aspects is more than adequate.

The final reading comprehension ability of fourth grade students of State Elementary School Number 101992 Cimahi, Bangun Purba District in the evaluation aspect is an average of 1.61 (80.5%). This means that the initial ability of fourth grade students of State Elementary School Number 101992 Cimahi, Bangun Purba District in understanding reading in the evaluation aspect is classified as good.

The time provided for the final activity (posttest) of reading comprehension withreading workshop30 minutes. However, in reality, many fourth grade students of State Elementary School Number 101992 Cimahi, Bangun Purba District, were able to complete the final test questions in less than 30 minutes.

C. *Improving Reading Comprehension Skills*
Improving students' reading comprehension skillsclass IV of Elementary School Number 101992 Cimahi, Bangun Purba District through reading learning with reading workshop can be seen based on the results of the gain test (t) between pretest and posttest. the increase in the ability of grade 4 students of SD Negeri 060947 in reading comprehension of Indonesian using...Reading workshopare as follows :

Table 2. Improvement Reading Comprehension Skills

Before Reading workshop			After Reading workshop		
Criteria	F	%	Criteria	F	%
Special	-	-	Special		
Very well	-	-	Very well		
Good	-	-	Good		
Currently	-	-	Currently	7	19.44
Enough	14	38.88	Enough	22	61.12
Not enough	22	61.12	Not enough	7	19.44
Not enough	-	-	Not enough	-	-
Total	36	100	Total	36	100

Students' initial abilitiesGrade IV of Elementary School Number 101992 Cimahi, Bangun Purba District in reading comprehension using reading workshop were mostly classified as less (61.12%) and sufficient (38.88%), while the final ability was mostly classified as sufficient (61.12%) and moderate (19.44%). This means that learning to read comprehension using Reading workshop increased from less to sufficient.

D. *Ability Improvement Based on Assessed Aspects*
Improving students' reading skillsclass IV of Elementary School Number 101992 Cimahi, Bangun Purba District through reading learning using reading workshop in the literal aspect can be seen based on the results of the gain test (t) between pretest and posttest. The increase in students' abilitiesClass IV of State Elementary School Number 101992 Cimahi, Bangun Purba District in reading comprehension of Indonesian language using the literal aspect reading workshop is as follows:

Table 3. Ability Improvement Based on Assessed Assets

Before Reading workshop			After Reading workshop		
Criteria	F	%	Criteria	F	%
Special	-	-	Special	-	-
Very well	-	-	Very well		
Good	2	5.55	Good	2	5.55
Currently	6	16.67	Currently	8	22.22
Enough	9	25.00	Enough	11	30.55
Not enough	10	27.78	Not enough	10	27.78
Not enough	9	25.00	Not enough	3	12.50
Total	36	100	Total	36	100

Students' initial abilitiesGrade IV of Elementary School Number 101992 Cimahi, Bangun Purba District in reading comprehension using Reading Workshop, the literal aspect is mostly classified as less (27.78%), sufficient (25%), very less (25%), and good (5.55%), and moderate (16.67%), while the final ability is mostly classified as sufficient (30.55%) and less (27.78%), moderate (22.22%), very less (12.50%), and good (5.55%). This means that reading comprehension learning using Reading Workshop has increased from very less (average 4.31) to (5.00).
Improving students' reading skillsclass IV of Elementary School Number 101992 Cimahi, Bangun Purba District through reading learning using reading workshop in the inferential aspect can be seen based on the results of the gain test (t) between pretest and posttest. Improving students' reading comprehension skillsClass IV of State Elementary School Number 101992 Cimahi, Bangun Purba District using the literal aspect of reading workshop is as follows:

Table 4. Improving Reading Ability Through The Inferential Aspect Reading Workshop

Before Reading workshop			After Reading workshop		
Criteria	F	%	Criteria	F	%
Special	-	-	Special	1	2.77
Very well	-	-	Very well	-	-
Good	-	-	Good	-	-
Currently	-	-	Currently	-	-
Enough	9	25.00	Enough	15	41.67
Not enough	12	33.33	Not enough	10	27.78
Not enough	15	41.67	Not enough	10	27.78
Total	36	100	Total	36	100

Students' initial abilitiesGrade IV of Elementary School Number 101992 Cimahi, Bangun Purba District in reading comprehension using Reading workshop Inferential aspect is mostly classified as very poor (41.67%), less (33.33%) sufficient (25.50%), while the final ability is mostly classified as moderate (41.67%) and some are sufficient (27.78%), very poor (27.78%), and special (2.77%). This means that learning reading comprehension using reading workshop increases from very poor (average 41.67%) to (41.67%).

Improving students' reading skillsclass IV of Elementary School Number 101992 Cimahi, Bangun Purba District through reading learning using reading workshop in the elaboration aspect can be seen based on the results of the gain test (t) between the pretest and posttest. Improving students' reading comprehension skillsClass IV of State Elementary School Number 101992 Cimahi, Bangun Purba District using the literal aspect of reading workshop is as follows:

Table 5. Improving Reading Ability Through Reading Workshop Elaborating Aspect

Before Reading workshop			After Reading workshop		
Criteria	F	%	Criteria	F	%
Special	-	-	Special	-	-
Very well	-	-	Very well	-	-
Good	-	-	Good	-	-
Currently	-	-	Currently	-	-
Enough	11	30.56	Enough	12	33.33
Not enough	17	47.22	Not enough	-	-
Not enough	8	22.22	Not enough	-	-
Total	36	100	Total	36	100

Students' initial abilitiesGrade IV of Elementary School Number 101992 Cimahi, Bangun Purba District in reading comprehension using Reading workshop, the Elaboration aspect is mostly classified as less (47.22%), sufficient (30.56%), very less (22.22%), while the final ability is mostly classified as moderate (44.44%) and moderate (33.33%), and good (2.22%). This means that learning to read comprehension using reading workshop increases from very less (average 64.25%) to (80.50%).

Improving students' reading skillsclass IV of Elementary School Number 101992 Cimahi, Bangun Purba District through reading learning using reading workshop in the evaluation aspect can be seen based on the results of the gain test (t) between pretest and posttest. Improving reading comprehension skills by using learning modelsreading workshopstudents of class IV of State Elementary School Number 101992 Cimahi, Bangun Purba District can be seen in the following table:

Table 6. Improving Reading Ability Through Reading Workshop Evaluation Aspect

Before Reading workshop			After Reading workshop		
Criteria	F	%	Criteria	F	%
Special	5	13.89	Special	22	61.11
Very well	-	-	Very well	-	-
Good	-	-	Good	-	-
Currently	-	-	Currently	-	-
Enough	-	-	Enough	-	-
Not enough	30	83.33	Not enough	14	38.89
Not enough	1	2.78	Not enough	-	-
Total	36	100	Total	36	100

Elementary school students' initial ability in reading comprehension usingreading workshopThe evaluation aspects were mostly classified as lacking (2.78%) and exceptional (13.89%), very lacking (2.78%), while the final abilities were mostly classified as exceptional (61.11%) and some lacking (38.89%). This means that reading comprehension learning using reading workshops increased from very lacking (average 55%) to (80.50%).

E. *Differences in Early and Late Reading Comprehension Abilities Through Reading Workshop*
Before testing the effectiveness of Indonesian language reading comprehension learning for studentsClass IV of State Elementary School Number 101992 Cimahi, Bangun Purba District, using a reading workshop, the steps were first carried out: (a) testing the nature of the data: normality test, homogeneity test, linearity test, (b) testing the difference between two averages, and (c) hypothesis testing.

Data Properties Test
This normality test is one of the requirements in processing and testing research hypotheses statistically. Based on the results of the normality test, the learning outcome data for students' reading comprehension of Indonesian language Class IV of State Elementary School Number 101992 Cimahi, Bangun Purba District can be seen in the following table.

Table 7. Learning Outcome Data Normality Test Result Reading Comprehension Ability with Reading Workshop

No	Learning Outcome Data	Xcount	Xtable	Interpretation
1	Early reading comprehension skills with reading workshops	2,582	6,635	Normal
2	Final reading comprehension skills with Reading workshop	1,620	6,635	normal

In the table, the pretest data for reading comprehension ability withReading workshopfor grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District, is normally distributed, because X2 count (2.582) < X2 table (6.635) at $p < 0.01$. This means that the pretest data for reading comprehension ability with Reading Workshop is normally distributed.
Posttest data on reading comprehension ability withReading workshopfor students of grade IV of State Elementary School Number 101992 Cimahi, Bangun Purba District, is normally distributed, because X2 count (1.620) < X2 table (6.635) at $p < 0.011$. This means that the final reading comprehension ability data with Reading Workshop is also normally distributed.

Homogeneity Test
Based on the results of the homogeneity test between variables, the nature of the data on reading comprehension learning outcomes with the Reading Workshop can be seen in the following table.

Table 8. Homogenity Test Results of Reading Learning Outcome Data Understanding Indonesian Language with Reading Workshop

No	Variable Pairs	Fcount	p< 0.05	Interpretation
1	Early-late reading comprehension skills with Reading workshop	0.662	0.741	Homogeneous

Based on the table above, the homogeneity test of reading comprehension data withReading workshopare as follows. The nature of the data on initial and final reading comprehension abilities withReading workshopthat f count (0.662) < t table (0.741) in $p < 0.05$. This means that the data is homogeneous.

Linearity Test
Based on the results of the linearity test, the nature of the data on learning outcomes for reading comprehension with the Reading Workshop can be seen in the following table.

Table 9. Linearity Test Results of Reading Learning Outcome Data Understanding Indonesian Language with Reading Workshop

No	Variable Pairs	Fcount	p< 0.05	Interpretation
1	Early-late reading comprehension skills with Reading workshop	0.431	0.322	Significant

Based on the table above, the level of linearity of the reading comprehension data with Reading workshopare as follows. The nature of the data on initial and final reading comprehension abilities withReading workshopis linear, because r count is greater than r table at a significant level of $p < 0.05$.

Differences in Reading Comprehension Ability with Reading Workshop
Based on the results of the t-test, the difference in reading comprehension ability with Reading Workshop can be seen in the following table.

Table 10. Differences in Reading Comprehension Ability with Reading Workshop

Variable Pairs	N	count	table	Interpretation
Early-late reading comprehension skills with Reading workshop	36	2.78	2.66	Significant

The difference in reading comprehension ability with Reading Workshop, because t count (2.78) > t table (2.66) at $p < 0.05$ in db 58. This means that learning reading comprehension with Reading Workshop for elementary school students is effective in improving reading comprehension ability.

F. *Hypothesis Testing*
The hypothesis to be tested in this study is "There is a significant difference in reading comprehension ability between before and after the Reading Workshop teaching of grade IV students of SD Negeri Number 101992 Cimahi, Bangun Purba District". Based on the results of the difference test (with the t-test, the difference in the two averages between the initial and final abilities is as follows.
The difference in reading comprehension ability with Reading Workshop pre-test and post-test results of elementary school students is significant, because t count (2.78) > t table (2.66) at $p < 0.05$ in db 58. This means that learning reading comprehension for grade IV students of Elementary School Number 101992 Cimahi, Bangun Purba District using Reading Workshop is effective in improving reading comprehension ability.

G. *Quality of Reading Comprehension Learning with Reading Workshop*
The quality of learning to read Indonesian language comprehension using Reading Workshop for fourth grade students of State Elementary School Number 101992 Cimahi, Bangun Purba District can be analyzed based on the results of observations and student questionnaires.
the quality of the reading learning model for grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District is as follows. Based on the results of observations, teachers and students together understand the learning objectives of reading comprehension in Indonesian very adequately.
Teachers and students together to develop their background with the readings they will choose. The teacher tells about some of the reading titles that will be chosen by the students and explains a little vocabulary that is considered difficult and new by the students. After the students are motivated by the teacher's explanation and story about the reading, the students choose the reading title they like the most. The readings chosen in this reading comprehension learning were previously tested for limitations either through the clos procedure or with the Fry Graph.
The readings used as sources for reading learning are selected based on their type, interest, and readability. The types of readings used as reading materials are informative, recreational, and stories (literature).

The learning process begins with the formation of groups, followed by discussions, questions and answers, and expansion or deepening activities from the reading results. The atmosphere of the class is very enthusiastic about reading learning, students are motivated to read, students respond very adequately, and students participate actively in class.

The evaluation carried out to measure reading comprehension ability is in a simple form using multiple choice and descriptive objectives, the evaluation results are in the form of reading speed and ability which includes literal, inferential, elaboration, and evaluation or response aspects.

H. *The Quality of Reading Learning Model with Reading Workshop Based on Questionnaire.*

Based on the student questionnaire, the quality of the Indonesian language reading comprehension learning model for grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District can be seen based on students' views on (a) the objectives of reading learning with Reading workshops, (b) the development of students' background knowledge, (c) types of texts, (d) learning processes, (e) evaluation, and (f) learning outcomes.

Formulation of learning objectives for reading comprehension with Reading workshop

Based on the results of the percentage calculation, according to the fourth grade students of State Elementary School Number 101992 Cimahi, Bangun Purba District, regarding the objectives of learning to read comprehension using the Reading Workshop Learning Model can be seen in the following table.

Table 11. Elementary School Students' Opinions on Learning Objectives of Reading Comprehension with Reading Workshop

No	Aspects explored	Category	f	%
1	Before teaching, the teacher conveys the objectives of learning to read	Yes	36	100
		No	-	-
2	Students' understanding of the learning objectives of reading comprehension	Yes	32	89.65
		No	4	10.35
3	Achievement of predetermined learning objectives	Yes	31	86.20
		No	5	13.80
4	After completing the study, the learning objective of reading comprehension can be achieved well.	Yes	31	86.20
		No	5	13.80

Based on the table above, the learning objective is to understand reading using...Reading workshopAll students (100%) answered that the teacher conveyed the learning objectives before the learning process began, (89.65%) the objectives conveyed by the teacher could be understood by grade 4 elementary school students; (86.20%) the learning objectives could be achieved well, and (89.65%) after the reading learning process with RW, the learning objectives could be achieved well.

Developing Students' Background Knowledge

Based on the questionnaire, the views of fourth grade students of State Elementary School Number 101992 Cimahi, Bangun Purba District, regarding the development of students' background knowledge through the Reading Workshop Learning Model can be seen in the following table.

Table 12. Elementary School Students' Opinions On The Development of Students' Background Knowledge In Learning Reading Comprehension With Reading Workshop

No	Aspects explored	Category	f	%
1	Before teaching, the teacher explains the relationship between your background and the text to be read	Yes	33	93.10
		No	3	6.90
2	To develop students' background knowledge through reading	Ask	27	75.86
		Distributing the questionnaire	8	24.14
3	The text given by the teacher is in accordance with the student's background.	Yes	31	86.20
		No	5	13.80

Based on the table above, before the learning process, the teacher tells the relationship between the students' background and the text (93.10%) is correct, (6.90%) is incorrect or there is no relationship. The association between the students' background and the text is done through the majority (75.86%) asking, and a small portion (24.14%) by distributing

questionnaires. The text used as reading material in learning to read withReading workshopMost (86.20%) are in accordance with the students' background and a small portion (23.80%) are not yet appropriate.

Types of texts in elementary school students' reading comprehension learning
Based on the student questionnaire, the text used as learning material for reading comprehension for grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District through the Reading Workshop Learning model can be seen in the following table.

Table 13. Elementary School Students' Opinions on Text In Learning Reading Comprehension With Reading Workshop

No	Aspects explored	Category	f	%
8	The texts provided by the teacher are interesting	Yes	31	86.20
		No	5	13.20
9	The text provided can be read and understood	Yes	32	89.65
		No	4	10.35
10	The text can be understood well	Yes	33	93.10
		No	3	6.90

Based on the tableabove, it can be seen that the text used by teachers in elementary school students' reading learning is mostly (86.20%) stated by elementary school students as interesting and a small portion (17.24%) is not interesting. Most (89.65%) elementary school students stated that the text used in elementary school students' reading comprehension learning with the Reading Workshop Learning model can be read and understood and a small portion (13.80%) cannot be read and understood.

Elementary School Students' Reading Comprehension Learning Process
The Somen majority (82.75%) of fourth grade students of Elementary School Number 101992 Cimahi, Bangun Purba District stated that the process of learning to read using groups was effective and a small portion (17.25%) of students stated that it was ineffective. Most (86.20%) of elementary school students stated that class discussions were effective in improving reading skills and a small portion (13.80%) of class discussions were ineffective. Most (75.86%) of elementary school students stated that questions and answers in class focused on texts in elementary school students' comprehension learning with the Reading Workshop learning model and a small portion (24.14%) were ineffective. Almost all (93.10%) of elementary school students stated that question and answer activities focused on the texts they would read and a small portion (6.90%) did not focus on the texts they read. Most (82.75%) of elementary school students thought that question and answer activities would help students understand an elementary school text and a small portion (6.90%) would not help them understand a text. Almost all (93.10%) elementary school students stated that other activities carried out to help understand a text were making a resume and a small number (6.90%) retelling the contents of the reading to other people.
Most (86.20%) of studentsClass IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District, are of the opinion that writing resumes and retelling activities are effective in improving reading comprehension, while some (13.80%) students stated that they were not effective.
Most (86.20%) students stated that reading comprehension practice activities in class were very adequate and some (13.80%) were inadequate.

Evaluation of Elementary School Students' Reading Comprehension Learning
Based on the results of the questionnaire, the opinions of elementary school students regarding the types of evaluation of elementary school students' reading comprehension learning through Reading Workshops can be seen in the table below.

Table 14. Elementary School Students' Opinions on The Reading Comprehension Learning Process With Reading Workshop

No	Aspects explored	Category	f	%
19	Teachers carry out tests during the reading learning process	Yes	31	86.20
		No	5	13.80
20	The evaluation results are used by teachers to help improve students' reading comprehension skills.	Yes	29	82.75
		No	7	17.25
21	The effectiveness of the methods and results of the evaluation of RW reading learning carried out by teachers	Yes	28	79.31
		No	8	20.69

Based on the table above, most (86.20%) elementary school students think that teachers conduct tests during the reading learning and teaching process and a small number (13.80%) of teachers do not conduct tests during the reading learning process. Most (87.75%) of elementary school students stated that the evaluation results were used by teachers to help improve reading comprehension skills and a small number (17.25%) did not help. Most (79.31) elementary school students stated that the method and results of the evaluation of reading comprehension learning carried out by teachers were very satisfying and a small number were not satisfying. Most (75.86%) of elementary school students think that the method and results of the evaluation used by teachers in elementary school students' reading comprehension learning are effective and the learning modelReading workshopand a small proportion (24.14%) of elementary school students stated that the approach was ineffective.

Elementary School Students' Reading Comprehension Learning Outcomes
The majority (79.31%) of studentsGrade IV students of Elementary School Number 101992 Cimahi, Bangun Purba District, are of the opinion that after learning to read using a reading workshop, their reading speed has increased and a small portion (20.69%) of their reading speed has not increased. Most (75.86%) of elementary school students are of the opinion that their vocabulary has increased after learning to read using a reading workshop and a small portion (24.14%) of their vocabulary has not increased. Most (79.31%) of elementary school students are of the opinion that their reading ability has increased and a small portion (20.69%) of their reading ability has not increased. Most (68.97%) of grade IV students of Elementary School Number 101992 Cimahi, Bangun Purba District, are of the opinion that this learning is different from previous learning. Most (72.42%) of elementary school students are of the opinion that this learning is effective in improving reading comprehension skills. Students' opinions and comments after learning to read using a reading workshop are fun, good, interesting, feel challenged, interesting, and not boring.

IV.   CONCLUSIONS

Based on the study of the previous chapters, it can be concluded that the Reading Learning Model Reading workshopcan be used in the teaching and learning process of Indonesian language subjects, especially reading lessons in elementary school. This can be seen from the responses given by 4th grade elementary school students in the questionnaire which stated that the reading subject with Reading workshop is effective, fun and not boring, because the teacher provides relatively new variations. Students' reading comprehension ability Grade IV of Elementary School Number 101992 Cimahi, Bangun Purba District is included in the Intermediate stage. Because students are able to search, find, and organize information in relatively long reading materials and can draw conclusions and students can also find the main idea and purpose of writing. Based on the results of the analysis and discussion in Chapter IV, the following conclusions are presented in this section. The initial and final reading comprehension abilities of grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District, using the Reading Workshop model were average initial abilities of 6.26 or (62.60%), while the final abilities were in the good category.
which is an average of 7.77 or (77.70%). The initial reading comprehension ability of students in the literal aspect is an average of 4.31 (53.87%), meaning it is almost sufficient; and the final ability of the literal aspect is an average of 5.00 (62.5%), meaning it is classified as sufficient. The initial reading comprehension ability of students in the inferential aspect is an average of 1.83 (45.75%), meaning it is classified as lacking, while the final ability of the inferential aspect is an average of 1.83 (45.75%), meaning it is classified as lacking. The initial reading comprehension ability of students in the elaboration aspect is an average of 5.14 (64.25%), meaning it is classified as sufficient; while the final ability of the elaboration aspect is an average of 6.88 (86%), meaning it is classified as good. The initial reading comprehension ability of students in the evaluation aspect is an average of 1.11 (55%), meaning it is classified as almost sufficient; while the final ability of the evaluation aspect is an average of 1.61 (80.5%), meaning the final reading comprehension ability of elementary school students is classified as good. There is an increase in the reading comprehension ability of fourth grade

students of State Elementary School Number 101992 Cimahi, Bangun Purba District between before and after learning with Reading Workshop, namely from sufficient average 62.26 (62.60%) to good average 7.77 (77.70%). Especially in the aspects of elaboration and evaluation increased quite high, and less to very good, while for the literal and inferential aspects the increase was small. There is a significant difference between the final ability and the initial ability of reading comprehension of grade IV students of Elementary School Number 101992 Cimahi, Bangun Purba District because t count (2.78) > t table (2.66) at $p < 0.05$ in db 58. This means that learning reading comprehension with Reading Workshop for elementary school students is effective in improving reading comprehension ability. Based on the results of observations and questionnaires, the quality of the reading comprehension learning model with Reading Workshop for grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District is quite good.

ACKNOWLEDGEMENTS

REFERENCES

Alexander, E. (1998). *Teaching Reading. Illinois: Scott, Foresman and Company.*

Alexander, J. E. & Heathington, B. S. (1988). *Assessing and correcting classroom reading problems. Glenview, IL: Scott, Foresman*.

Anderson, RC & Pearson, P. (1984). *A schematheoretical view of basic processes in reading, In DP Pearson (Ed), Hanbook of reading research (pp. 255-291). New York: Longman.*

Athey, I. J. (1985). *Educational Implications of Piaget's Theory. Massachusetts: Gian-Blaisdell.*

Barrett, J. (1978). *Cloudy with a chance of meatballs R. Barrett (illustrator). Hartford. CT: Atheneum*.

Education., M. of N. (n.d.). *Guidelines for Writing Scientific Papers. Bandung UPI.*

Goodman, Watson, B. (1996). *Reading Strategies: Focus on Comprehension: Richard C. Owen (Kotonah, New York).*

Goodman, Y.M., & C. B. (1980). *Reading Strategies: Focus on Comprehension. New York: Holt, Rinehart & Winston.*

Harjasujana, A. and Y. M. (1997). *Reading 2. Jakarta: Ministry of Education and Culture, Directorate General of Primary and Secondary Education.*

Harp, B. \. (1993). *Reading and Writing in the Elementary and Middle Years: Grades 2 to 8.*

Heller, F. M. (1991). *Reading-Writing Connections, London: Kansas State University.*

John., B. &. (2000). *Making Large Classes More Interactive: ERIC Number EJ 610221*.

Keraf, G. (1984). *Composition. Jakarta: Nusa Indah.*

Marva., B. &. (1988). *Teaching Reading In Foreign Language: ERIC Number EJ 305829.*

McKenna MC & Robinson, R. D. (1993). *Teaching Through Text. New York: Longman.*

Natawidjaja, R. (1988). *Statistical Data Processing. Bandung: PPS.*

Pearson, P. D. & J. D. (1987). *Teaching Reading Comprehension. New York: Holt Rinehart.*

Ruddell, R.B. & Ruddell, M. R. (1995). *Teaching to read and Write: Becoming an Influential Teacher. Boston: Allyn and Bacon.*

Rumelhart. (1980). *The Theoretical Issue In Reading and Convergence: Erlbaun.*

Saefullah. (2001). *Low Public Interest in Reading. Bandung: Pikiran Rakyat June 2001.*

Sheila, F. (1982). *Reading Without Nonsense. New York: Teachers College Press*.

Soedarsono. (1994). *Fast and Effective Reading System. PT. Gramedia Pustaka Utama.*

Subino. (1982). *Test Construction and Analysis. An Introduction to Test Theory and Measurement. Jakarta: Depdikbud.*

Supriyanto. (2001). *"Reading Ability", Bandung: Pikiran Rakyat 2 September 2001.*

Tarigan, H. (1990). *Expressive Reading. Bandung: Angkasa Publisher.*

Tarigan, H. (1987). *Reading as One of the Language Skills. Bandung: Angkasa Publisher.*

Wirasasmita, S. (1998). *Techniques for Compiling and Analyzing Learning Achievement Tests with the Development of Indonesian Language Learning Achievement Tests. Bandung: LP-IKIP.*