

Developing Students' Reading Comprehension Abilities Using The Reading Workshop Learning Model in Students of Class IV of State Elementary Number 101992 Cimahi, Bangun Purba Distric in The Academic Year 2024-2025

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ABSTRACT

The reading ability of elementary school students in Indonesia remains low, which was the main focus of this study. Therefore, this study will try to explain the factors that cause low reading ability of elementary school students, especially in Public Elementary School Number 101992, Cimahi, Bangun Purba District. This study was designed to provide an alternative reading teaching method that has the potential to improve reading comprehension skills. The application of this alternative is a reading-workshop reading-learning model. The problem in this study is: (a) What are the initial and final reading abilities of students at Public Elementary School Number 101992, Cimahi, Bangun Purba District, using the reading workshop model? (b) Can the Reading Workshop model improve students' Elementary School Number 101992 Cimahi, (c) Is reading abilities? (d) What are the qualities (weaknesses and strengths) of the Reading Workshop model for teaching students to read? Public Elementary School Number 101992, Cimahi, Bangun Purba District?. This study used a quasi-experimental method with a one-group pretest-posttest design. The research techniques used in this study were: (1) tests, (2) questionnaires, (3) observations, and (4) the Reading Workshop teaching model. This study was conducted in Class IV Public Elementary School Number 101992 in Cimahi, Bangun Purba District, China. The findings of this study show a significant difference between the final and initial abilities to read. There was a significant difference between the final and initial abilities in the reading comprehension of grade IV students. Public 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 reading comprehension learning through a reading workshop for elementary school students is effective in improving their reading ability.

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 it. 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 Indonesians are not yet interested in buying books and newspapers; only a small portion like buying books and newspapers. This shows that Indonesians the reading interest is still low. This interest in reading certainly deserves serious attention because it has a close relationship with or can affect the child's learning process. Further in-depth research is required to overcome this problem. The issue that the reading ability of elementary school students in Indonesia remains 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 the SD Negeri Number 101992 at Cimahi. In addition, this activity was designed to provide an alternative reading teaching method with the potential to improve reading ability. This alternative reading teaching is the application of the reading workshop model, the effectiveness of which 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 contexts. The model will be introduced to teachers. Elementary School is an alternative to reading teaching, especially for improving 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 provide students with robust ethical guidance across real and virtual domains.

II. METHODS

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

| | | |
|----|---|----|
| 01 | X | 02 |
|----|---|----|

(McMillan & Schumacher, 1989:312)

Table 1. Research Design

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 a 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 in 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 were as follows. Test techniques were used to collect data or information about reading learning outcomes through reading workshops. An effective reading speed test (KEM). An Indonesian language comprehension reading-learning outcome test was also conducted. After going through the improvement stage and being tested again, this instrument 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 in 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 processes of reading and to support problem solving in reading teaching models. The questionnaire based on its type consisted of two parts: a questionnaire for students and a questionnaire for teachers. This questionnaire was used to explore data and information about students' views on the learning

process through reading workshops. This questionnaire also helps determine the quality of the teaching and learning processes using reading workshops according to students and teachers. Based on its form, this questionnaire is a mixture of closed and open questionnaires. The mixed questionnaire consisted of a combination of closed and open questions. In addition to providing possible answers, this questionnaire also provides dots to accommodate possible answers that are not yet available. 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 the 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 a Teaching Model with RW. This model was used to test its effectiveness in improving elementary school students' Indonesian reading skills.

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 was 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 options, e) the language of the questions, and f) the homogeneity of the options. Based on the trial results, 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 a correlation technique between the even and odd scores. The calculation uses the formula from Subino (1987:114), as follows:

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

r correlation between even and odd scores

gn 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, whether the questions are not too difficult or not too easy. The technique used to test the level of difficulty of the questions used the following formula:

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

(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. $0.91 - 1.00$ = 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

To test 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 participants 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) improvements in 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.

Stage starting 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," and then the students and the teacher read 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 of 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 perform guided reading activities conducted by teachers (6). Students and teachers shared their answers and discussed the content of their reading. In the final stage, the post-test activities determine the activities that must be carried out by the students.

B. Reading Comprehension Skills

Initial Abilities

The aspects that were measured were (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 a reading workshop) of grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District, 2024-2025 Academic Year is as follows.

The average 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 comprehension in Class IV of State Elementary School Number 101992 Cimahi, Bangun Purba District, is considered almost sufficient.

The average 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 the students in the inferential aspect was 1.83 (45.75%). Class IV of Elementary School Number 101992, Cimahi, Bangun Purba District, is classified as lacking in understanding inferentials.

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

The average 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 the students in the inferential aspect was 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 average 6.88 (86%). This means that the final reading comprehension ability of the students in the elaboration aspect was 6.88 (86%). Class IV of Elementary School Number 101992 Cimahi, Bangun Purba District, in understanding 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 was workshop 30 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 skills in class IV of Elementary School Number 101992 Cimahi, Bangun Purba District through reading learning with reading workshops can be seen based on the results of the gain test (t) between the pretest and posttest. The increase in the ability of Grade 4 students of SD Negeri 060947 in reading comprehension of Indonesian using Reading workshop are 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 abilities Grade IV of Elementary School Number 101992 Cimahi, Bangun Purba District, in reading comprehension using reading workshops 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 comprehend reading using the reading workshop increased from less to sufficient.

D. Ability Improvement Based on Assessed Aspects

Improving students' reading skills in class IV of Elementary School Number 101992 Cimahi, Bangun Purba District through reading learning using a reading workshop in the literal aspect can be seen based on the results of the gain test (t) between the pretest and posttest. The increase in students' abilities in Class 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 |

| Before Reading workshop | | | After Reading workshop | | |
|-------------------------|----|-------|------------------------|----|-------|
| Criteria | F | % | Criteria | F | % |
| 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 abilities Grade 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 the Reading Workshop has increased from very low (average 4.31) to (5.00).

Improving students' reading skills in class IV of Elementary School Number 101992 Cimahi, Bangun Purba District through reading learning using reading workshops in the inferential aspect can be seen based on the results of the gain test (t) between the pretest and posttest. Improving students' reading comprehension skills Class 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 abilities in Grade 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 was mostly classified as moderate (41.67%), and some were sufficient (27.78%), very poor (27.78%), and special (2.77%). This means that learning reading comprehension using reading workshops increased from very poor (average 41.67%) to very poor (average 41.67%).

Improving students' reading skills in class IV of Elementary School Number 101992 Cimahi, Bangun Purba District through reading learning using reading workshops 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 skills Class 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 abilities in Grade 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%), and very less (22.22%), while the final ability is mostly classified as moderate (44.44%), moderate (33.33%), and good (2.22%). This means that learning to read comprehension using reading workshops increased from very low (average 64.25%) to (80.50%).

Improving students' reading skills in class IV of Elementary School Number 101992 Cimahi, Bangun Purba District through reading learning using reading workshops in the evaluation aspect can be seen based on the results of the gain test (t) between the pretest and posttest. Improving reading comprehension skills by using learning models for reading workshop students 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 using reading workshop The 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 very lacking (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 students in Class IV of State Elementary School Number 101992 Cimahi, Bangun Purba District, using a reading workshop, the following steps were 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 for statistical processing and testing of the research hypotheses. 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 with Reading Workshop for Grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District, is normally distributed, because X^2 count (2.582) < X^2 table (6.635) at $p < 0.01$. This means that the pretest data for reading comprehension ability with the Reading Workshop are normally distributed.

Posttest data on reading comprehension ability with the Reading Workshop for students of grade IV of State Elementary School Number 101992 Cimahi, Bangun Purba District, is normally distributed, because X^2 count (1.620) < X^2 table (6.635) at $p < 0.011$. This means that the final reading comprehension ability data with the Reading Workshop is also normally distributed.

Homogeneity Test

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

Table 8. Homogeneity 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 above table, the homogeneity test of reading comprehension data with reading workshop are as follows. The nature of the data on initial and final reading comprehension abilities with reading workshop that f count (0.662) < t table (0.741) in $p < 0.05$. This indicates that the data were homogeneous.

Linearity Test

Based on the results of the linearity test, the nature of the data on learning outcomes for reading comprehension in 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 | 0.431 | 0.322 | Significant |
| with Reading workshop | | | | |

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

Differences in Reading Comprehension Ability with Reading Workshop

Based on the results of the t -test, the differences in reading comprehension ability with the 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 | 36 | 2.78 | 2.66 | Significant |
| with Reading workshop | | | | |

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

The difference in reading comprehension ability between the Reading Workshop pre-test and post-test results of elementary school students was 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 the 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 a 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 observations, teachers and students understood the learning objectives of reading comprehension in Indonesian very adequately.

Teachers and students develop their backgrounds together 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 the students consider difficult and new. After the students were motivated by the teacher's explanation and story about the reading, they chose the reading title they liked the most. The readings chosen for this reading comprehension learning were previously tested for limitations, either through the clos procedure or with the Fry Graph.

Readings used as sources for reading learning were selected based on their type, interest, and readability. The types of reading materials used were informative, recreational, and story (literature).

The learning process begins with the formation of groups, followed by discussions, questions, answers, and expansion or deepening activities from the reading results. The atmosphere of the class is very enthusiastic about reading, 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 a simple form using multiple choice and descriptive objectives, and the evaluation results are in the form of reading speed and ability, which include 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, 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 was 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 explained that the relationship between the students' background and the text (93.10%) was correct, (6.90%) was incorrect, or there was no relationship.

The association between the students' background and the text was 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 with reading workshop Most (86.20%) are in accordance with the students' background, and a small portion (23.80%) is 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 table above, 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 their reading comprehension learning with the Reading Workshop Learning model could be read and understood, and a small portion (13.80%) could not 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%) 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%) 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%) 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 the 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%) retelled the contents of the reading to other people.

Most (86.20%) of the students in Class IV 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 students (86.20%) stated that reading comprehension practice activities in class were 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 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 above table, 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%) elementary school students stated that the evaluation results were used by teachers to help improve reading comprehension skills, while a small number (17.25%) did not help. Most elementary school students (79.31) 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 thought that the method and results of the evaluation used by teachers in elementary school students' reading comprehension learning were effective, and the learning model reading workshop and 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 students in Grade IV 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 did not increase. Most (75.86%) of the elementary school students were of the opinion that their vocabulary increased after learning to read using a reading workshop, and a small portion (24.14%) of their vocabulary did not increase. Most (79.31%) elementary school students believe that their reading ability had increased, and a small portion (20.69%) of their reading ability did not increase. Most (68.97%) of the 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%) elementary school students opine that this learning is effective in improving reading comprehension skills. Students' opinions and comments after learning to read using a reading workshop were 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 workshop can be used in the teaching and learning process of Indonesian language subjects, especially reading lessons in elementary schools. This can be seen from the responses given by 4th grade elementary school students in the questionnaire, which stated that the reading subject with the reading workshop was effective, fun, and not boring, because the teacher provided relatively new variations. Students' reading comprehension ability Grade IV of Elementary School Number 101992 Cimahi, Bangun Purba District, is included in the intermediate stage. Students are able to search, find, and organize information in relatively long reading materials and draw conclusions they can also find the main idea and purpose of writing. Based on the results of the analysis and discussion in Section IV, the following conclusions were drawn. 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.

This was an average of 7.77 or (77.70%). The initial reading comprehension ability of students in the literal aspect was an average of 4.31 (53.87%), meaning it was almost sufficient; the final ability of the literal aspect was an average of 5.00 (62.5%), meaning it was classified as sufficient. The initial reading comprehension

ability of students in the inferential aspect was an average of 1.83 (45.75%), indicating that it was classified as lacking, while the final ability of the inferential aspect was an average of 1.83 (45.75%), indicating that it was classified as lacking. The initial reading comprehension ability of students in the elaboration aspect was an average of 5.14 (64.25%), indicating that it was classified as sufficient, while the final ability of the elaboration aspect was an average of 6.88 (86%), indicating that it was classified as good. The initial reading comprehension ability of students in the evaluation aspect was an average of 1.11 (55%), meaning it was classified as almost sufficient, while the final ability of the evaluation aspect was an average of 1.61 (80.5%), meaning that the final reading comprehension ability of elementary school students was classified as good. There was 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 the Reading Workshop, namely from a sufficient average 62.26 (62.60%) to a good average 7.77 (77.70%). Especially in the aspects of elaboration and evaluation, the increase was quite high, and less to very good, while for the literal and inferential aspects, the increase was small. There was 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 through a Reading Workshop for elementary school students is effective in improving their reading comprehension ability. Based on the results of observations and questionnaires, the quality of the reading comprehension learning model with the Reading Workshop for Grade IV students of State Elementary School Number 101992 Cimahi, Bangun Purba District, is quite good.

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