

The Effectiveness of the Reciprocal Teaching Learning Model on Reading Comprehension Skill of Grade VIII Students at SMPN 4 Sungai Kerjan

Muhammad Habibi¹, Diana Oktavia², Ridho Kurniawan³

^{1,2,3}*Universitas Muhammadiyah Muara Bungo, Jambi, Indonesia*

Abstract – Reading comprehension is essential to learning English; however, many students still struggle to master it. To overcome this issue, the reciprocal teaching model was applied as a solution, emphasizing the strategies of predicting, questioning, clarifying, and summarizing, with the expectation of enhancing students' engagement and reading comprehension skills. This study employed an experimental design using a Pre-test and Post-test Nonequivalent Control Group Design. The subjects consisted of class VIII.7 with 32 students as the experimental group and class VIII.6 with 30 students as the control group. Data were collected through pre-tests and post-tests in essay form and analyzed to examine effectiveness using an independent t-test and Normalized Gain Score (N-Gain). The results of the independent t-test showed a significant difference between the two groups,

both in the pre-test (Sig. 0.002 < 0.05) and post-test (Sig. 0.004 < 0.05). The N-Gain analysis supported these findings, as the experimental class obtained an average N-Gain of 0.6325 (medium to high category) with 72% mastery. In comparison, the control class only achieved an average N-Gain of 0.3039 (low to medium category) with 27% mastery. Thus, it can be concluded that reciprocal teaching effectively improves students' reading comprehension skills.

Keywords – *effectiveness, reading comprehension ability, reciprocal teaching*

I. Introduction

The Independent Curriculum represents a significant revolution in Indonesian education by empowering teachers to design creative learning, emphasizing literacy and numeracy, and positioning English as a key to connecting students to the global context. In this curriculum, English is a tool for cross-cultural communication and a means of understanding and interacting with cultural diversity. A key challenge in teaching English is shifting the focus from grammar to integrated practical skills relevant to real-world needs. Therefore, the Independent Curriculum opens a revolutionary opportunity to emphasize language application in everyday life. Everyday life, although its implementation still requires an innovative approach, adequate resources, and appropriate curriculum development (Masita et al., 2024).

The central pillar of the Independent Curriculum is its focus on literacy and numeracy. Literacy is more than just reading and writing; it encompasses the ability to think critically, analyze, and evaluate information. According to the Ministry of Education and Culture (Kemendikbud)

DOI: <https://doi.org/10.63461/cadikajournal.v2i.296>

Corresponding author: Muhammad Habibi,
Universitas Muhammadiyah Muara Bungo

E-mail: habibimuhammad812@gmail.com

Received : July 04, 2025
Revised : Agustus 11, 2025
Accepted : September 24, 2025
Published : Oktober 01, 2025

The article is published with Open Access at
<https://journals.literaindo.com/cadika>

ISSN 3110-8385

How to cite:

Habibi, M., Oktavia, D., & Kurniawan, R. . (2025). The Effectiveness of Reciprocal Teaching Learning Model on Reading Comprehension Skill of Grade VIII Student at SMPN 4 Sungai Kerjan. *Master Journal of Future Education*, 2(1), 1-7. <https://doi.org/10.63461/cadikajournal.v2i.296>

© 2025 Muhammad Habibi; published by CV. Master Literasi Indonesia.
This work is licensed under the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

(2020), literacy is not limited to language but also encompasses digital literacy, which is increasingly vital in today's information age. This approach aligns with Vygotsky's theory (2018), which emphasizes the sociocultural aspects of learning and the role of various "tools" (including digital ones) in cognitive development.(Stefany, 2023).

Reading literacy is inseparable from education and is undoubtedly crucial for school learning. Reading literacy is the most effective learning process and a tool that can be used to convey learning objectives. It significantly impacts students' ability to comprehend the material presented by teachers; without reading, students cannot comprehend the material, and they cannot easily comprehend written texts. Furthermore, learning to read is not only about enabling students to read, but also the process of understanding, critiquing, and producing discourse. Thus, reading literacy is a skill that students must master, especially reading comprehension, because for students, understanding a text is the key to success (Misbah et al., 2018)

Reading comprehension is an active process of deeply understanding the entire contents of a text by involving the reader's knowledge and experience, so that they can find more knowledge and information. Adequate reading ability is achieved by balancing it with understanding.(Syari'at & Sukartiningsih, 2022). Strong literacy and numeracy skills align with the vision of 21st-century education, which prepares students to become critical, collaborative, and creative individuals in facing future changes.(Ma'ruf et al., 2024)Reading is considered the most important skill in language learning because it is the key to acquiring knowledge across various subjects. Reading is a fundamental component in all areas of learning and is even the most widely studied skill in English teaching (Pardede, 2019).

According to Goodman (2013), reading is a process of building knowledge or language that enables humans to acquire information throughout their lives. Reading comprehension is a crucial skill for academic achievement and lifelong learning, especially for eighth-grade students who are required to transition from learning to read to reading to learn, which requires high-level text comprehension and analysis (Hall & Barnes, 2017). However, many students still struggle to achieve this, so various teaching strategies are being tested to improve this skill. (Sales & Protacio, 2025). Difficulty in reading comprehension is often influenced by limited vocabulary, lack of effective reading strategies, and low reading motivation.(Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024).

Based on the researcher's observations at SMPN 4 Muara Bungo, several difficulties make it difficult for students to read English materials. The problem is low reading comprehension skills among eighth-grade students, many of whom still struggle with reading comprehension. They struggle to identify main ideas, answer comprehension questions, and retell content in their own words. Traditional teaching methods, such as teaching progress, are still teacher-centered. Also, in teaching activities, teachers tend to focus on translation and explanation, which makes students passive and less engaged with the text in class. The teacher's teaching style is confusing, such as unclear explanations and instructions on reading assignments. As a result, students tend to be passive in class.

Reading comprehension is a crucial skill for students to master in learning. However, many students still struggle to comprehend reading texts. This difficulty can be caused by limited vocabulary, lack of prior knowledge, the complexity of ideas in the text, or suboptimal language skills. Furthermore, inappropriate teaching strategies can exacerbate this situation, resulting in poor student comprehension. Therefore, a learning model is needed that can effectively help students improve their reading comprehension skills.

One relevant strategy to implement is Reciprocal Teaching. This model emphasizes four core strategies: predicting, summarizing, clarifying, and questioning, which are carried out in turns in small groups. The interactive and collaborative nature of Reciprocal Teaching allows students to actively participate in discussions while simultaneously practicing metacognitive skills so they can monitor and evaluate their own understanding (Sabiq & Maryam, 2025). Thus, the application of Reciprocal Teaching helps students understand the text's content and fosters learning independence. Previous research has shown that Reciprocal Teaching effectively improves students' reading comprehension. For example, Amelia and Rezanisa (2023) also show that the reciprocal teaching learning model improves students' reading comprehension skills. In addition, Handayani et al. (2020)also emphasized that this strategy can foster learning independence because students are trained to be responsible for their own understanding.

The purpose of this technique is to improve reading comprehension through teacher-student collaboration. This technique is a dialogue between the teacher and a group of students. In this debate, the teacher and students

take turns discussing the text excerpt, with the teacher initiating the discussion. Based on the reasons above, the researcher wants to conduct a study entitled "The Effectiveness of the Reciprocal Learning Model on Reading Comprehension Skills of Grade VIII Students of SMPN 4 Sungai Kerjan". In this study, the researcher aims to determine how much reciprocal learning can help students improve their reading skills.

II. Methodology Section

This research is an experimental study (Experimental Research) with a quantitative approach involving experimental and control groups. The researcher used a quasi-experimental study with a nonequivalent control group design. The study began by administering a pretest to the experimental and control classes. A posttest was then administered to determine whether there were significant differences between the experimental and control groups. The research design is as follows:

Table 1. Research Design

Pre-test	Treatment	Post-test
O ₁	X	O ₂
O ₃		O ₄

Information:

O₁: Initial trial of the experimental group.

O₂: Post-trial of the experimental group.

O₃: Pre-test control group.

O₄: Post-test of control group.

X : Treatment in the form of implementing the Reciprocal Teaching learning model.

The population in this study was all eighth-grade students of SMPN 4 Sungai Kerjan. The research sample was determined using a random sampling technique through a lottery. From the lottery results, class VIII.7 was selected as the experimental class, which received treatment with the Reciprocal Teaching learning model, and class VIII.6 was selected as the control class, which used conventional learning.

Data Collection Techniques The data collection technique used in this study was test questions. The test is used to measure the reading comprehension ability of grade VIII students using descriptive text material in the form of descriptive questions. The data collection steps used in this study include compiling grids, compiling research instruments, conducting validity and reliability tests using the help of ANATES.V4.09 for Windows,

providing pretests, providing treatments, providing posttests, and analyzing data.

The effectiveness of the Reciprocal Teaching learning model on students' reading comprehension skills was analyzed using the Independent Sample T-Test to compare the average learning outcomes of the experimental class and the control class based on pretest and posttest scores. In addition, improvements in student learning outcomes were analyzed using the Normalized Gain (N-Gain) calculation by comparing the percentage of pretest and posttest scores. The N-Gain results were then categorized into three levels, namely high ($g \geq 0.7$), medium ($0.7 > g \geq 0.3$), and low ($g < 0.3$) according to Hake's criteria (1999). Student learning outcomes were declared positive if the increase was in the medium or high category, so this analysis can show the extent of the effectiveness of the application of Reciprocal Teaching in improving students' reading comprehension skills.

III. Results

In this study, an independent t-test was chosen to analyze the differences in learning outcomes between the experimental class, which implemented the Reciprocal Teaching model, and the control class, which did not receive the same treatment, to determine the model's effectiveness. The results of the independent t-test are shown in the following table.

Table 2. Independent T-Test Results

		F	Signature.	T	df	Signature (2-tails)
Pre-exam	Equal variances assumed	1,210	.278	-3,416	37	.002
	Equal variances are not assumed			-3,988	21,609	.001
Post-test	Equal variances assumed	1,751	.194	-3,099	38	.004
	Equal variances are not assumed			-3,462	19,119	.003

Table 2 shows the results of the Independent Sample T-Test. The analysis focused on the Sig. column (2-tailed) in the Equal variances assumed row if the Levene test shows a Sig. Value > 0.05 . Conversely, if the Levene test produces a Sig. value < 0.05 , the Equal variances not assumed row is used. The following results were obtained:

1. Hypothesis form of the t-independent test:

- If the value is (2-tailed) > 0.05 , then H_0 is accepted and H_1 is rejected.
- If the value is (2-tailed) < 0.05 , then H_0 is rejected and H_1 is accepted.

2. Pre-exam: The significance value (Sig. 2-tailed) is 0.002. Since this value is < 0.05 , H_0 is rejected and H_1 is accepted. This means a significant difference exists between the experimental and control classes before the treatment is given.

3. Post-test: The significance value (Sig. 2-tailed) is 0.004. Since this value is < 0.05 , H_0 is rejected and H_1 is accepted. There is a significant difference between students' pretest and posttest scores. In other words, implementing the Reciprocal Teaching model affects students' reading comprehension abilities, so the average before and after the treatment differs.

Further research was conducted using the N-Gain test. The N-Gain test in this study was used to measure the effectiveness of Reciprocal Teaching on students' reading comprehension skills. The following are the results of the normalized gain scored (N-Gain) test:

Table 3. N-Gain Test Results

Kelas	Mean	Median	Std. Deviation	Min	Max	Range
Eksperimen	0.5982	0.5192	0.26327	1.00	0.00	1.00
Kontrol	0.3039	0.2800	0.2589	0.80	1.00	0.80

1) Hypothesis form: H_0 : There is no significant difference in the improvement of reading comprehension skills between students who learn with the Reciprocal Teaching model and students who learn with the conventional method, indicated by the N-Gain scores of both being in the same category. H_1 : There is a significant difference in the improvement of reading comprehension skills between students who learn with the Reciprocal Teaching model and students who learn with the conventional method, indicated by the N-Gain score of the experimental class being in the medium-high category ($0.3 \leq g < 0.7$ or $g \geq 0.7$), while the control class is in the low-medium category ($g < 0.3$ or $0.3 \leq g < 0.7$)

2) Analysis of results: Based on the results of descriptive calculations, the average N-Gain score in the experimental class was 0.6325 with a 95% confidence interval between 0.5430 and 0.7220. Based on Hake's criteria (1999), this value is included in the medium category and approaches the high category. Meanwhile, the average N-Gain score in the control

class was 0.3039 with a 95% confidence interval between 0.2054 and 0.4025, which is in the medium-low category, tending to approach the low category.

3) Interpretation of results: The results show that the experimental class experienced a more significant increase in learning outcomes than the control class. The N-Gain category of the experimental class was at a medium level approaching high. In contrast, the control class was only medium-low, so learning with Reciprocal Teaching was more effective in improving student understanding.

In this study, the experimental and control groups' pre-test and post-test results are presented in tabular form and through graphical representation. The use of graphs in this chapter is intended to provide a more precise comparison of students' reading comprehension abilities before and after implementing the Reciprocal Teaching learning model. The following bar chart illustrates the number of students in each class who achieved a KKTP score of 70:

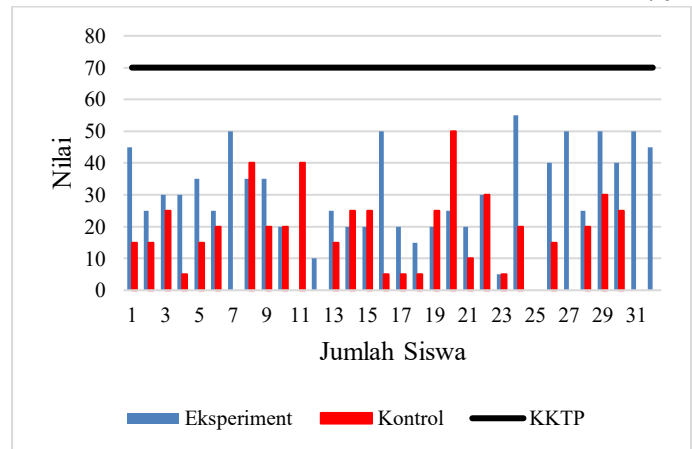


Figure 1. Graph of Pre-test Values for Experimental and Control Classes

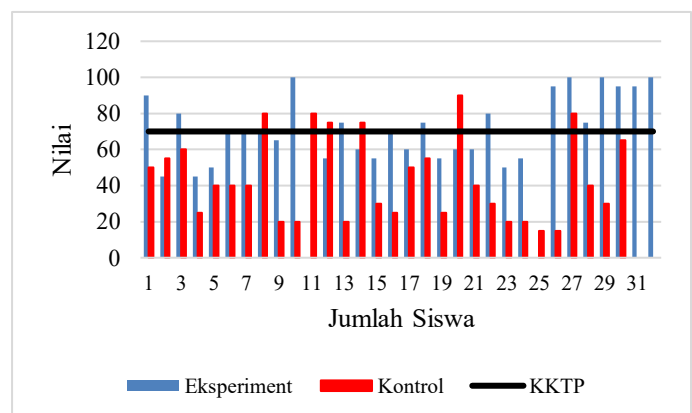


Figure 2 Graph of Post-test Scores of Experimental and Control Classes

Based on Figure 1, the pre-test score data of students in the experimental class, which consisted of 32 students, and

the control class, which consisted of 30 students, showed that not a single student reached the KKTP line, which was 70. This indicates that students' reading comprehension abilities were still in the low category. Then, treatment was carried out in the experimental class using a reciprocal teaching model, while in the control class, a conventional method was used.

Figure 2 shows that in the post-test, 15 students in the experimental class obtained a minimum score of 70, while in the control class, only seven students obtained a minimum score of 70. This shows an increase in students' reading comprehension skills in the experimental class after being treated using the reciprocal teaching method.

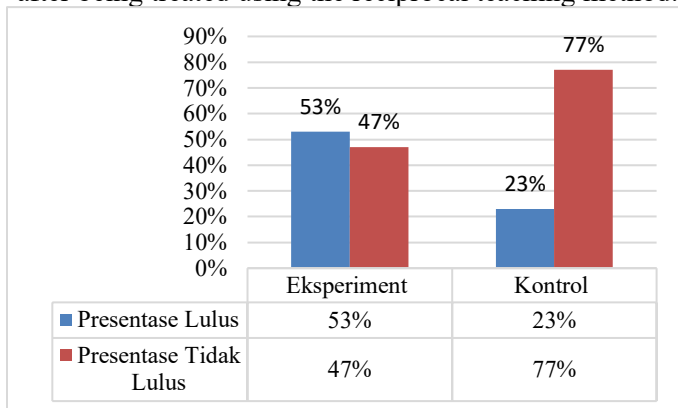


Figure 3 Percentage of Passing and Failing KKTP for Experimental and Control Classes

Based on Figure 3, it can be seen that the percentage of students who passed the Learning Completion Criteria (KKTP) was higher in the experimental class, with a pass rate of 53%, far above the Control class, which only reached 23%. This means that the study results indicate that the number of students who achieved scores above the Learning Completion Criteria (KKTP) in the experimental class was greater than in the control class. In other words, applying the Reciprocal Teaching learning model is more effective in helping students achieve learning completion.

IV. Discussion

The discussion section should explain the collected results and their importance and contribution to the field. Based on the results of research conducted in the experimental and control classes, it was found that learning using the reciprocal teaching model was more effective for students' reading comprehension skills. Significant differences in students' reading comprehension test results are shown in Figure 2. This finding aligns with research conducted in the experimental and control classes. (Amelia and Rezania, 2023) shows that applying

the reciprocal teaching learning model effectively improves students' reading comprehension skills.

This study shows that implementing the Reciprocal Teaching model is effective and has a higher percentage of improvement in the reading comprehension skills of eighth-grade students at SMPN Sungai Kerjan. This effectiveness is evident from the difference in learning outcomes between the experimental class taught using the Reciprocal Teaching model and the control class taught using conventional methods. Students in the experimental class showed better reading comprehension, answering questions, finding the main idea, and summarizing the contents of the text.

Several previous studies support this finding. Hartati & Rukmini(2023) stated that Reciprocal Teaching improves students' cognitive achievement because this strategy makes them active in the reading and discussion. Similar findings were shown by Husna et al. (2025), who found that this strategy can improve students' motivation and reading comprehension. Furthermore, Susilawati proves that Reciprocal Teaching can foster students' critical thinking skills in analyzing texts. According to Gani et al.(2023), this strategy can increase students' participation in class discussions.

Empirical support also comes from Fauziyah (2024), who states that students taught using Reciprocal Teaching find it easier to identify the main idea of a reading compared to conventional methods. This model encourages students to be more active in asking and answering questions in class. Rahman et al. (2024) also expressed a similar sentiment, who found that collaborative discussions in Reciprocal Teaching helped students understand the text more deeply. Arifin(2023) also stated that this strategy helps students improve their reading comprehension skills. Nurhayati (2022) also emphasized that this strategy can improve reading comprehension in narrative and expository texts.

According to Slavin, there are four leading indicators for determining learning effectiveness. First, improving the quality of learning, both in terms of student understanding and skills. Second is the appropriateness of the learning level, where teachers must ensure students understand the material well. Third, incentives refer to how teachers provide students motivation, explanations, and assignments. Fourth is timeliness, meaning learning is practical if tasks are completed within the allotted time (Lilawati & Sa'adah, 2022).

Based on the explanation above, it can be concluded that the results of this study are consistent with previous theories and findings that emphasize that the Reciprocal Teaching model is an effective learning strategy. By

implementing its four main strategies—predicting, questioning, clarifying, and summarizing—this model contributes to improving reading comprehension and encourages students to be more active, think critically, and develop social skills in the learning process. These findings also show a positive and significant relationship between implementing Reciprocal Teaching (X) and students' reading comprehension skills (Y). In other words, the more effectively Reciprocal Teaching is implemented, the more students can understand the text. Therefore, Reciprocal Teaching can be considered a proven learning strategy for improving students' reading comprehension.

V. Conclusion

Based on the research results, implementing the Reciprocal Teaching learning model has proven to be more effective in improving student learning outcomes than conventional learning. This is demonstrated by the percentage of KKTP completion in the experimental class, which reached 53%, significantly higher than the control class, which only achieved 23%. Thus, Reciprocal Teaching can help more students achieve their learning targets.

Furthermore, the independent t-test analysis results showed a significant difference between the experimental and control classes. The pretest significance value was 0.002, and the posttest significance value was 0.004, both less than 0.05, so H_0 was rejected. This proves a significant difference in students' reading comprehension abilities in both classes before and after the treatment.

Furthermore, based on the N-Gain calculation, the experimental class obtained an average score of 0.6325 (medium category approaching high). In contrast, the control class only obtained an average of 0.3039 (medium-low category). These results indicate that Reciprocal Teaching is more effective and significantly improves students' reading comprehension skills compared to conventional learning methods.

VI. References

- Akbar, P., Handayani, D., & Mirza, A. (2020). Peningkatan Kemampuan Pemecahan Masalah Matematik Siswa Kelas 12 Pada Materi Dimensi Tiga Melalui Pendekatan Reciprocal Teaching. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 4(2), 900-913. <https://doi.org/10.31004/cendekia.v4i2.330>
- Amelia, D. H & Rezania, V. (2023). The Effect of the Teams Games Tournament Model Assisted by Flipchart Media on the Cognitive Abilities of Elementary School Students. *Mimbar Sekolah Dasar*, 10(3): 578–594. <https://doi.org/10.53400/mimbarsd.v10i3.63237>
- Arifin, Z. & Ismail, M. (2023). Increasing Students' Interest in Reading Based on the Implementation of Literacy Programs. *Jurnal Kolaboratif Sains*, 6(10): 1345–1356. <https://doi.org/10.56338/jks.v6i10.4258>
- Susilowati, D., Saputro, B. A., & Sutono, A. (2025). The effect of strengthening the literacy movement in natural and social sciences (IPAS) learning on improving students' scientific literacy and critical thinking skills. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 14(1), 11-28. <https://doi.org/10.33578/jpfkip-v14i1.p11-28>
- Gani, H. A., Mukrim, M., Maghfira, M., & Oktaviani, O. (2023). Unveiling The Efficacy of Digital Pedagogy: Evaluating Online English Learning at High School Level. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 10(2), 203–216. <https://doi.org/10.33394/jo-elt.v10i2.9267>
- Husna, Z. F, Wahyuni, S., Rukmini, D. & Wulandari, R. N 2025. The Impact of Cognitive and Metacognitive Reading Strategies on EFL Students' Reading Comprehension. *Language Circle: Journal of Language and Literature*, 19(2), 372–386. <https://doi.org/10.15294/lc.v19i2.21061>
- Lilawati, E., & Sa'adah, L. (2022). Efektivitas Pembelajaran Daring Mata Pelajaran Sejarah Kebudayaan Islam pada Masa New Normal di Madrasah Aliyah Negeri. *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, 8(2), 157–170. <https://doi.org/10.26594/dirasat.v8i2.3123>
- Ma'ruf, K., Jurahman, Y. & Sugiyanta, G. 2024. Application of Chain Message Games in Improving Listening and Speaking Skills of Elementary School Students. *Scientific Journal of Elementary School Education*, 10(2): 63–70. <https://doi.org/10.24042/terampil.v11i1.21755>
- Ma'ruf, K., Jurahman, Y. & Sugiyanta, G. 2024. Penerapan Permainan Pesan Berantai Dalam Meningkatkan Keterampilan Menyimak Dan Berbicara Peserta Didik Sekolah Dasar. *DIKDASTIKA : Jurnal Ilmiah Pendidikan Ke-SD-an*, 10(1). <https://journal.ipw.ac.id/index.php/dikdastika/article/view/113>
- Masita, E., Hidayat, M., Fortunasari, F., Mukminin, A. .,

- Gowon, M. ., & Effendi, S. . (2024). Pendampingan Pembuatan Prototipe Perangkat Ajar Bahasa Inggris Kurikulum Merdeka Untuk Guru Sekolah Menengah Atas di Kota Jambi. *Journal Of Human And Education (JAHE)*, 4(6), 587–590. <https://doi.org/10.31004/jh.v4i6.1670>
- Misbah, M., Aji Pratama, W., Hartini, S., & Dewantara, D. (2018). Pengembangan E-Learning Berbasis Schoology pada Materi Impuls dan Momentum untuk Melatihkan Literasi Digital. *PSEJ (Pancasakti Science Education Journal)*, 3(2), 109–114. <https://doi.org/10.24905/psej.v3i2.107>
- Nurhayati, D.A.W. 2022. The Students' Responses on Learning English Phonology Deploying Scaffolding: How Does This Technique Support Higher Linguistics Stages? *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 7(1): 199-213. <http://dx.doi.org/10.21093/ijeltal.v7i1.1271>
- Putri, ID, Fujiaturrahman, S., Muhdar, S. & Jacob, F. 2024. Comparative Analysis: The Effects of Reciprocal Teaching Model and Problem Based Learning Assisted by Pictorial Riddles on Students' Critical Thinking. *MIMBAR PGSD Undiksha*, 12(2): 236–247.
- Ma'rifat, R. A., Suraharta, I. M., & Jaya, I. I. (2024). Analisis Penentuan Armada Dan Rute Dalam Pengiriman Barang PT Semen Gresik Indonesia. *Scientica: Jurnal Ilmiah Sains Dan Teknologi*, 2(11), 306–312. Retrieved from <https://jurnal.kolibi.org/index.php/scientica/article/view/2733>
- Rukmini, R., Hartati, H. & Usra, M. (2023). The Effectiveness of the Games Approach on Learning Outcomes of the Squat Style Long Jump in Gender-Based Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2): 1932–1943. <https://doi.org/10.35445/alishlah.v15i2.3250>
- Sabiq, A. H., & Maryam, S. (2025). Examining the Reciprocal Technique in Enhancing Students Reading Comprehension: An Experimental Research. *Ethical Lingua: Journal of Language Teaching and Literature*, 12(1). <https://doi.org/10.30605/25409190.814>
- Sales, E. G. A. & Protacio, A. V. 2025. Researcher-Made Reading Drill Booklet and Students' Oral Reading Fluency in Communication Arts Presentations. *International Journal of English Literature and Social Sciences*, 10(3): 449–464
- Stefany, E. M., Nisa, A. Z., & Risnasari, M. (2025). Utilization Exe-Learning in Development E-Teaching Module for Independent Curriculum in Learning Informatics Network Material Computer. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(1), 74–89. <https://doi.org/10.51276/edu.v6i1.846>
- Suri, F. I., Farida, F., Fauziah, A., & Pradana, K. C. (2024). Mathematical Literacy Skills of Students in the Digital Era: Implementation of Reciprocal Teaching and Digital Literacy. *Ensiklopedia: Jurnal Pendidikan dan Inovasi Pembelajaran Saburai*, 4(02), 56-70. <https://doi.org/10.24967/esp.v4i02.3233>
- Syari'at, CK & Sukartiningsih, W. 2022. Analisis Kesulitan Membaca Permulaan di Kelas Rendah Sekolah Dasar Pada Masa Pandemi Covid 19. *Jpgsd*, 10(2): 245–257