



TEACHERS' STRATEGIES FOR EVALUATING READING FLUENCY IN SECOND GRADE OF ELEMENTARY SCHOOL

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ABSTRACT

This study investigates the strategies employed by teachers to evaluate reading fluency in second grade elementary school students. Utilizing a qualitative descriptive approach, data were collected through interviews with experienced second grade teachers and a review of relevant literature. The results reveal that teachers implement a variety of strategies and media, including picture books, reading cards, storytelling, and educational games, to both engage students and assess their reading fluency effectively. These approaches not only facilitate accurate evaluation but also foster students' motivation and interest in reading. The findings highlight the importance of integrating traditional and modern assessment tools that are tailored to the developmental needs of young learners. This research provides valuable insights for educators seeking to enhance their methods for evaluating reading fluency in elementary education.

Keywords: reading fluency, evaluation strategies, learning media, elementary school

INTRODUCTION

Reading skills are one of the four essential language skills in Indonesian that students must learn and master at school. According to the Great Dictionary of the Indonesian Language (Kamus Besar Bahasa Indonesia), reading is defined as seeing and understanding the content of what is written (either by vocalizing it or silently). According to (Zumroatun and Hasanudin 2022) reading is an activity that involves pronouncing or combining the vocabulary found in a text. Essentially, reading skills begin with the ability to understand words, sentences, and paragraphs within a reading material, progressing to critically and evaluatively comprehending the entire text. Therefore, reading skills are a very important aspect that every person should possess. Someone who cannot read will face many difficulties in obtaining information and keeping up with the developments of the times.

To optimize the development of a person's reading skills, children must be introduced to letter and number symbols by their parents from an early age. Then, upon entering kindergarten or early childhood education (PAUD), students begin to be trained to spell words until they can read complete sentences. At the elementary school level, there are learning achievement goals related to reading and viewing skills in the Indonesian language subject. For example, in grade 2, the goals include: "Students are able to adopt the attitude of readers and viewers who show interest in the texts they read or view. Students are able to read familiar everyday words fluently. Students are able to understand information from readings and viewed presentations about themselves and their environment, imaginative narratives, and children's poetry. Students are able to interpret new vocabulary from the texts they read or presentations they view with the help of illustrations." (Pendidikan et al. 2006).

At the elementary school level, there are several types of reading skills, namely initial reading, advanced reading, and fluent reading. Based on the existing learning objectives, fluent reading is necessary to ensure that students are able to read familiar everyday words fluently. This aligns with the theory of fluent reading according to Any et al., which defines fluent reading as reading without hesitation, using correct intonation and pronunciation, and paying attention to punctuation marks. The aim is to train students to read properly and correctly in accordance with language rules. (Masmuah 2019). In the context of education, fluent reading greatly helps students expand their vocabulary and gain a better understanding of the language. Through continuous reading, students can become familiar with new words, sentence structures, and the correct ways to use language contextually (Purwanti and Pratiwi n.d.).

Based on the results of an interview with the grade 2 teacher at MI Al Manaf in Bogor Regency regarding the condition of Indonesian language learning in fluent reading skills, it was found that most students in the class can already read fluently. However, some of them do not pay attention to intonation and punctuation marks such as periods, commas, and question marks. The teacher also explained that in one class, there are not only students who can already read but also students who experience difficulties in reading skills, such as difficulty identifying and perfectly remembering the alphabet letters.

Given the importance of addressing issues related to fluent reading skills, appropriate steps are needed to help students read fluently and understand the information they read. Therefore, in this article, the researcher will explore the efforts that teachers can make to evaluate fluent reading instruction in grade 2 of elementary school.

METHOD

This study uses a qualitative descriptive approach aimed at obtaining an in-depth understanding of teachers' strategies in evaluating fluent reading skills among grade 2 elementary school students. The data collection techniques employed include interviews and literature review.

In the first stage, the researcher conducted interviews with several experienced grade 2 elementary school teachers who have taught and evaluated students' reading abilities. Through these interviews, the researcher gathered empirical data regarding various strategies, media, and challenges faced by teachers in the process of evaluating fluent reading skills in the classroom.

Next, the researcher also conducted a literature review by examining various scientific sources such as books, journals, and articles that discuss the evaluation of reading skills and the role of teachers in the evaluation process at the elementary school level. This literature review aims to enrich the researcher's understanding of theories, methods, and best practices in evaluating fluent reading skills.

By combining data from the interviews and findings from the literature review, the researcher obtains a more comprehensive perspective, both from practical field experience and the underlying theoretical framework. This approach is expected to provide a complete picture of teachers' efforts in evaluating fluent reading skills among grade 2 elementary school students.

RESULTS AND DISCUSSION

Based on the research findings, it is known that grade 2 elementary school teachers apply various strategies and media to evaluate students' fluent reading skills. The



efforts made by teachers include giving more focus to students who have difficulty reading, using picture books, reading cards, storytelling, and games to stimulate students' enthusiasm. The students' responses are positive and enthusiastic, especially when they hear stories they have heard before or that relate to their own experiences. This often leads to many questions, guessing the storyline, and a desire to see the pictures and text in the picture books themselves. These media not only function as learning aids but also serve as evaluation instruments that allow teachers to assess reading abilities in a more objective and enjoyable way.

The efforts made by teachers in schools are in line with the research titled "Improving Fluent Reading Skills through the Case Study Method Using Picture Story Media for Grade 1 Elementary School Students." This study was motivated by the low fluent reading skills found among students, leading to a qualitative research approach. The results showed an increase in the percentage of reading achievement. This can be seen from the Minimum Competency Criteria (KKM) or student targets in the action research, where 8 students were able to read fluently. Therefore, it can be concluded that the use of picture story media can improve students' reading skills, although not all students have reached fluency yet. (Sofpia and Suriani 2024). Therefore, the efforts made by teachers can serve as a reference for evaluating students' reading skills.

Based on the literature review, reading cards and flashcards are effective tools for repetitive practice and quick recognition of words or phrases, which are essential components in building reading fluency. Consistent practice using these media helps students improve their reading speed and accuracy, as well as strengthen their memory of new vocabulary. This finding comes from a study titled "Development of Flash Card Learning Media to Improve Fluent Reading Skills of Elementary School Students." The study was motivated by low reading abilities, where students were unable to read letters A-Z, could not identify the initial letters of three objects (table, chair, and stone), had difficulty reading words with 2-3 syllables, and lacked fluent reading practice at home. Therefore, a development study using the R&D method was conducted. The results showed that 9 first-grade students responded to the flashcard media with a 100% score percentage categorized as very high, and the oral test results of these 9 students achieved a 94.4% score percentage, also categorized as very high. Thus, flashcard media is highly suitable for use in the classroom to improve fluent reading skills among first-grade elementary school students (Pratama and Hardin 2022).

The integration of educational games and interactive digital learning reflects a modern approach to reading evaluation and instruction. Digital media not only make the learning process more enjoyable and interactive but also provide opportunities for teachers to conduct more objective and measurable assessments through reporting features available on learning applications or platforms. This is based on a study titled "Development of Interactive Media Based on Macromedia Flash as a Form of Strengthening Reading Skills for Grade II Elementary School Students." The study was motivated by the observation that second-grade students were less fluent in initial reading; most students tended to read slowly and hesitantly when encountering syllables that were too long or difficult to pronounce or spell. Therefore, a development study was conducted on interactive media using Macromedia Flash as a form of reinforcement. The results showed that the media validator score reached 71.2%, categorized as feasible; the material validator score reached 94.4%, categorized as very feasible; and the student response score reached 90.6%. The effectiveness test using N-Gain yielded a score of 0.72, indicating that the

interactive media is effective for use as a means to strengthen students' reading skills. (Fitriana, Tahir, and Setiawan 2021).

This aligns with the research titled "Efforts to Improve Reading and Writing Skills through Interactive Digital Learning Media Using the Gemar Application (Fluent Reading Game) for Grade 2 Students at SDN Cinunuk 01." The study's observations revealed that the main causes of delays in reading and writing were environmental and psychological factors. Therefore, Gemar, or the Fluent Reading Game, is an application that students can easily access. Through the Gemar application, students can learn interactively. By using the Gemar digital application, students can easily read and write back what they have read aloud. (Azzahrah and Rustini 2023).

In addition, the application of the Problem-Based Learning (PBL) model challenges students to solve real-world problems through reading activities, thereby developing their critical and analytical thinking skills. Thus, the evaluation of reading skills is not limited to the technical aspects of reading, but also includes the development of students' cognitive and affective competencies. This is based on previous research, specifically a study titled "Improving Fluent Reading Ability through the PBL Model Assisted by APE Media in Grade 1 Students." This research was motivated by low fluent reading abilities, which can hinder students' interest in reading. Therefore, classroom action research was conducted to address the existing problem. The research results showed an increase in students' fluent reading ability after intervention with the PBL model and APE media. In the first cycle, some students showed an improvement in fluent reading ability, while others had not yet reached the target. However, in the second and third cycles, most students successfully improved their fluent reading ability. The contribution of this research is towards the development of learning strategies and the improvement of student learning outcomes. Thus, this research indicates that the PBL model assisted by APE media can be effective in improving the fluent reading ability of grade 1 students. (Purwanti and Pratiwi n.d.).

Overall, the results of this study emphasize the importance of varied media and strategies in evaluating fluent reading skills. Teachers need to continuously innovate and adapt evaluation methods to the characteristics and needs of their students in order to achieve learning objectives optimally.

CONCLUSION

Based on the results of the research conducted, it can be concluded that teachers' efforts to evaluate fluent reading skills in grade 2 elementary school students require the application of various diverse and effective media and techniques. The use of media such as picture books, reading cards, storytelling methods, and educational games has been proven to increase students' motivation and engagement in the reading learning process. Additionally, these media also facilitate teachers in conducting individual assessments of students' reading abilities.

The literature review also shows that innovations in the use of media, such as interactive digital learning, flashcards, and the implementation of the Problem-Based Learning (PBL) model, can enrich the evaluation strategies employed by teachers. The integration of conventional and digital media not only makes the evaluation process more interesting and enjoyable but also provides opportunities for teachers to tailor evaluation methods to the needs and characteristics of their students.

Overall, the success of evaluating fluent reading skills in students greatly depends on the creativity and ability of teachers to select and combine various media and learning



strategies. Teachers are expected to continuously innovate and adjust their evaluation approaches so that the learning objectives—namely, achieving reading fluency in grade 2 elementary students—can be optimally realized. Thus, students will not only be able to read fluently but also better understand the content of the reading material and be prepared to face learning challenges at the next educational level.

ACKNOWLEDGMENT

The author would like to express deepest gratitude to the International Seminar on Humanity, Education, and Language Journal for providing the opportunity to publish this article. The support and opportunity given are highly valuable for the advancement of knowledge in the field of education, particularly related to the evaluation of reading skills in elementary schools.

The author also extends sincere thanks to Prof. Dr. Endry Boeriswati, M.Pd., the lecturer of the Language Learning Evaluation course at Universitas Negeri Jakarta, for the guidance, direction, and motivation provided throughout the writing process of this article. Additionally, the author appreciates Mr. Dr. Asep Supriyana, S.S., M.Pd., for his valuable input and support that greatly assisted in the preparation of this research. It is hoped that this article can contribute positively to the development of knowledge and educational practice in Indonesia.

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