

Analysing Reading Comprehension of Primary School Students through Parenting Context

Anselmus Inharjanto¹ and Lisnani²

^{1,2}Universitas Katolik Musi Charitas

anselmus@ukmc.ac.id¹ and lisnani@ukmc.ac.id²

correspondence: anselmus@ukmc.ac.id¹

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ABSTRACT

The unsatisfactory results of the Programme for International Student Assessment (PISA) in Indonesia related to reading become the urge for analysing students' reading comprehension. The objective of this research was to analyse the reading comprehension of Grade IV students at one of the private primary schools in Palembang by using a parenting context. The parenting context was implemented in the form of colouring picture stories. Further, this research employed descriptive qualitative method. Data collection techniques used were tests, questionnaires, and documentation. As regards sampling technique, a purposive sampling was applied, based on the class criteria of Grade IV students who enrolled the offline class. It should be noted that this study was conducted after the peak of pandemic crisis but most schools still enrolled online class. Finally, the results of this study demonstrate that students perceive they are most likely to learn and be motivated in learning English through colouring parenting-related pictures.

Keywords: colouring picture, parenting, primary school, reading comprehension

INTRODUCTION

Based on the results of the Programme for International Student Assessment (PISA) in 2018, for the reading ability category, Indonesia is ranked 74th out of 79 countries, whereas for the assessment of Mathematics and scientific abilities, Indonesia is ranked 73rd and 71st out of 79 participating countries. Indonesia's ranking achievement in the PISA assessment has always been constant since the beginning of Indonesia's participation in the assessment, from 2000 to 2018 (La Hewi & Shaleh, 2020). So, the researchers attempted to contribute to the discussion through the research that becomes a starting point for analyzing reading comprehension skills, especially in English lessons via the development of a coloring book using parenting contexts or themes that had been validated by some experts (Inharjanto & Lisnani, 2021).

The researchers conducted this research further, grounded on the results of the parenting-themed colouring book consisting of three topics, namely: Siblings, Playing with Friends and Going Shopping (Inharjanto & Lisnani, 2020). The product of the parenting-themed coloring book was implemented more deeply in learning English in schools. Not only did the researchers focus the study on the colouring book, but on the use of parenting contexts to lead students to better understand the materials of reading in English. These materials were selected for analysis in accordance with the parenting context developed by the research team. The materials were then presented in the form of questions provided to students and it began with the presentation of the parenting context through three stories in the coloring book.

As well as that, students' reading comprehension is obviously needed in the process of learning, including when they learn English. Referring to various English tests, reading comprehension is part of TOEFL, IELTS and TOEIC, which are considered as well-known

proficiency tests. Reading comprehension skill is viewed as a predictor of word problem solving performance, and the close relationship between reading comprehension and mathematical skills is accentuated (Can, 2020). Therefore, the researchers were interested in analysing reading comprehension through the available stories in the parenting-themed coloring book. This phase was implemented in the English lesson for fourth graders at one of private elementary schools in Palembang. Conclusively, this study is entitled “Analysing Reading Comprehension of Primary School Students through Parenting Context.”

Parenting-themed colouring book

Colouring book is a simple, two-dimensional media and, particularly in this research, it presents parenting-themed pictures and stories which have been designed by the researchers. The colouring book discusses English subjects. The purpose of this colouring book is to make students interested and happy with the concept of learning while playing, so that students' motivation and creativity during the learning process may be increased. There are three parenting themes entitled Siblings, Playing with Friends and Going Shopping, that have been developed by the researchers and validated by some experts. Figure 1 shows the topic Siblings, one of the topics used in this research. The colouring picture is presented after the story, as illustrated in Figure 2.

(1) Siblings

Mia and Ani are two sisters. They are siblings. Mia, the older sister, is a student of elementary school. She is in the third grade. Ani is the youngest and only three years old. One afternoon, Mia was doing her task in the family room. Her art teacher had asked the students to decorate a box by using ribbons.

Mia was still busy cutting and sticking ribbons. Ani was interested in her sister's activities. She came closer and started pulling the decorative ribbons. At that time, Mommy was sitting on the sofa and reading a book. She looked at her two children who were working and playing.

Accidentally, Ani pulled the ribbon too hard and broke it. Suddenly, Mia shouted, "Ouch, why do you break the ribbon?" Mommy heard the shout and saw what was

happening. Mommy then said to Mia, "Sweetie, please be patient. Let's fix the broken ribbon. Your sister is still very young. She doesn't know what she has done."

After that, Mommy told Ani, "My love, let's help your sister finish her task." Ani agreed and helped Mia finish the task. Mia was very happy because her sister was willing to help. The box was ready now and looked beautiful. The mother smiled at them. She then hugged her two lovely girls and said, "Well, you are siblings. You must help each other."

COMPREHENSION
True or False? Write T if it is a true statement and F if a false statement.

1. ☐ Ani and Mia are sisters so they are siblings.
2. ☐ Mia is doing her task in the dining room.
3. ☐ Mommy is sitting on the sofa and singing a song.
4. ☐ Mommy is happy because her daughters help each other.

1

Figure 1. Picture story and reading comprehension



Figure 2. Colouring picture 'Siblings'

Those themes attempt to approach the readers' day-to-day interaction. Therefore, contexts are used as a starting point in developing learning. Contexts or contextual matters in this case are not always interpreted as something real or concrete, but also in situations that can be imagined or understood by students (Gravemeijer, 1999; Van den Heuvel & Panheuzen, 2000). Contexts may be raised at the beginning of learning, in the middle of the learning process and during the assessments (Zulkardi, 2002). Gravemeijer (1999) demonstrate that the current context has been used more generally as an application in which students apply their ideas to find solutions.

Referring to the idea of finding solutions, Mathematics is the best example of one of school subjects that often challenge pupils. Contexts serve as a starting point where students explore and rediscover mathematical concepts in situations that are real to them. This is also in accordance with the characteristics of the mathematical reform stated by Clarke (1997) where non-routine problems may serve as the starting point and focus of instruction without procedural provisions for solving mathematical problems.

Next, there have been many studies currently showing the role of context in learning. Widjaya, Dolk, & Fauzan (2010) state that context plays an important role in bridging the rich mathematical thinking and arising discussion between students when they learn meaningfully. Context may help implement the guided reinvention process (Gravemeijer, 1999; Zulkardi, 2002). Context enable students to more easily recognize problems before solving them. Furthermore, context has assisted students understand learning considerably (Bustang et al. 2013; Haris & Putri, 2011; Fauziah, et al, 2019; Risdiyanti, et al., 2019). Thus, the use of contexts will facilitate achieving learning objectives and improving student learning outcomes including when these pupils learn English subject.

Reading comprehension

In a broad definition, reading is the complex communicative behaviour of deriving meaning from presented text (Fox & Alexander, 2011). Eskey (2005) defines reading as an active, intentional and creative mental process in which the readers are involved in an instruction with the text to the construct meaning from the text, by partly using new information presented in the text and partly using any relevant world knowledge, emotions, and opinions

for the sake of making sense of the texts presented on the page. Comprehension can be defined as “an active process that requires an intentional and thoughtful interaction between the reader and the text” (National Reading Panel, 2000, p.13).

Pardo (2004) argues that comprehension is a process where readers construct meaning through interaction with text with the integration of background knowledge and prior experience, information presented in the text, and the viewpoint the reader holds in connection to the text. In addition, the RAND Reading Study Group (2002, p.11) defines reading comprehension “as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. In other words, reading comprehension is an active and intentional interaction and engagement between the reader and text to extract and construct meaning. Reading is not only the act of getting new information by decoding the written form but also a process of how the readers relate their prior knowledge, experience, and information to the new information presented in the text.

The processes of reading which is widely agreed by experts are bottom-up model (from text to brain) and top-down model (from brain to text) which Eskey (2005) describes the processes as follows:

- a) Bottom-up model: In this process, the readers decode the text (English text) from left to right, from letters into words, and from words into sentences in deriving the writer’s message which the readers continue from this reading process to the top-down model.
- b) Top-down model: In this process, the readers decode the text through exact or sequential way. They read the text with expectations of meaning built prior to and during the process, use as much as visual information on the text since they have to confirm and extend their expectations – a process of predicting, sampling, and confirming where the readers engage themselves in the text by integrating the information presented in the text with the world knowledge they have in order to construct a comprehensive meaning for the text as a coherent discourse.

Reading needs comprehension. Comprehension is the main purpose of reading. Comprehending the text is an active interactive process between the readers’ prior knowledge of the text. Reading depends on the quality of the readers’ comprehension. In other words, being a good reader necessitates a good comprehension. Comprehension is an active, thinking process. It requires effort on part of readers. It involves accessing previous knowledge, understanding vocabulary and concept, making inferences, and linking key ideas.

Klingner, et al. (2007) states, five basic comprehension processes work together simultaneously and complete one another. The processes are:

- a) Microprocesses
Microprocessing refers to the reader’s initial chunking of the idea units within individual sentences. Chunking involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary.
- b) Integrative Processes
As the reader progresses through individual sentences, he or she is processing more than individual meaning within sentences. He or she is also actively making connection across the sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing.
- c) Macroprocesses
Ideas are better understood and more easily remembered when the readers are able to organize them in coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately select the most important information to remember and delete relatively less important details. The skilful readers also used a structure or organizational to pattern provided by the author to organize the ideas (e.g., a story map that includes characters and

setting/problem/solution in a narrative or compare and contrast text structure for expository passage).

d) Elaborative Processes

It is a process when one reads and tap prior knowledge and make inferences beyond points described explicitly in the text. Readers make inferences that may or may not correspond with those intended by the author. When they do it, they may draw upon information provided earlier in the upon own previous experiences.

e) Metacognition Processes

Metacognition is the readers' conscious awareness or control or cognitive processes. Here, the reader uses are those involved in the monitoring, understanding, selecting what to remember, and regulating the strategies used when reading. The metacognition strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

Furthermore, in terms of reading comprehension, Liao (2011) claims "A good reader is an accurate and fast reader" (p. 320). In reading comprehension test, students have to finish the test in limited time. In order to acquire the information from what students read, they should be able to read accurately and quickly. To do this, slow students should improve their reading skill and reading habit. If not, it will be hard for them to finish the test on time. It is stated "Reading comprehension means extracting the required information from the material as efficiently as possible" (Liao, 2011, p. 320). Reading comprehension is defined briefly as the level of understanding of writing that the reader brings information, knowledge, emotion, experience and culture to the printed world. Without comprehension the act of reading is empty. This idea is echoed by Klingner, Vaughn, & Boardman (2007).

Reading comprehension has an important place in lifelong learning. It is an interactive process between the reader and the text. Students need reading comprehension skills at all educational levels and for all school subjects. According to Oakley (2011), reading comprehension is the desired result of reading and can be defined as the skill of combining background knowledge with reading texts (Onwuegbuzie, et al., 2004). Reading comprehension has an important place in lifelong learning (Ateş, 2008). It is an interactive process between the reader and the text. Comprehension is affected by the experiences, abilities, motivation and reading goals of the reader (Anastasiou & Griva, 2009). Kintsch (2004) notes that it requires identifying and understanding the important ideas of texts and making inferences based on both texts and background knowledge. Students need reading comprehension skills at all educational levels and for all school subjects (Ateş, 2008).

Determining the level of students' reading comprehension skills is the subject of testing and evaluation (Altunkaya, 2016). The examinations in education and training show the extent to which desired behaviours and skills have been acquired. According to Gilakjani & Sabouri (2016), some effective strategies for reading comprehension are: activating and using background, generating and asking questions, predicting, summarising, visualising, and comprehension monitoring.

Next, reading comprehension can be categorized into some levels. People who master reading comprehension skills can be put in a certain level based on their achievement. According to Barret (1974), there are four reading comprehension levels.

a) Literal

It refers to the factual recognition, recollection or substantiation details, main idea and sequence of events, comparisons, cause-effect relationship, and character traits. In this level, readers understand what explicitly stated in the text.

b) Inferential

It refers to inferring supporting facts, sequences, comparisons, cause-effect relationship, and character traits, figurative languages and predicting outcomes. In this level, readers use their background knowledge or determine the relationship between events in the text to draw the conclusion that is implicitly stated in the text.

c) Evaluation

It refers to the judgments of reality or fantasy, fact or opinion, adequacy or validity, appropriateness, worth, desirability and acceptability. In this level, readers use critical thinking to make judgments about what they have read from the text.

d) Appreciation

It refers to emotional response to the content, and sensitivity to various types of literacy genres.

In particular, this study is assumed to focus on the first level of reading comprehension. Elementary school students are expected to master their literal levels. Students are able to get main idea explicitly stated in a written text, identify general information from a written text, identify general sequence information from a written text, identify general cause and effect explicitly in a written text, and explain the meaning of word, phrase, and sentence based on the text.

Previous related research

Several studies have been carried out by several previous researchers. First, the study of Inharjanto & Lisnani (2021) entitled “ELT Learning Media for Young Learners: Family-Themed Picture Stories.” The result of the study shows that overall validities of content, construct, and media or product design of the three picture stories are 4.28, which is at very highly valid level (Inharjanto & Lisnani, 2021). Secondly, the study carried out by Özdemir & Akyol (2019) entitled “The Development of a Reading Comprehension Test”. The result of the study is as follow: Items with discrimination indices below .30 and those that did not differ by 27% in the upper and lower groups on the independent groups t-test were excluded from the test. The difficulty indices of the test items ranged from .37 to .79. The KR-20 reliability coefficient was found to be 0.83, indicating that multiple choice reading comprehension test is valid and reliable (Özdemir & Akyol, 2019).

Thirdly, Can (2020) investigated “The Mediator Effect of Reading Comprehension in the Relationship between Logical Reasoning and Word Problem Solving.” The study result demonstrates that the relationships between the variables are found to be positively significant. Besides, reading comprehension seems to play a partial mediating role in the relationship between logical reasoning and word problem-solving. The positive correlation between word problem solving and logical reasoning skills suggests that activities to improve word problem-solving performance should be supported by logical reasoning- and inference making-related activities. The fact that reading comprehension skills play a mediating role between these two performances reveals the importance of linguistic skills such as reading comprehension in the development of logical and mathematical thinking (Can, 2020).

In relation to the previous research, the aspects of novelty of this study are the use of the family-themed or parenting context in research. As well as that, the objective of this study is to analyse primary school students’ reading comprehension, that is, the abilities to read in English lessons through the parenting context. Furthermore, the researchers expect that this study would contribute positively for: 1) students: the research is expected to assist learning and enrich materials, 2) teachers: the research may become some additional knowledge that the use of contexts in learning English is necessary during learning process, 3) other researchers: the research may be used as a reference to study deeper about analysing reading abilities by using contexts.

METHOD

The research method employed in this study was descriptive qualitative research method. Qualitative research is a study that is to describe and analyse phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups (Sukmadinata, 2016). The participants of this study were the students of Grade IV of primary school students at one of private schools in Palembang. The research was conducted in the first semester of the 2021/2022 academic year. The population in this study was Class IV, based on the feedback of the Principal of the selected school, which is described in Table 1 below.

Table 1. Research population

Class	Males	Females	Total
IVA	16	15	31
IVB	16	15	31
IVC	17	14	31
IVD	17	15	32
IVE	16	15	31
Total population	82	74	156

The sampling technique in this study employed a non-probability sampling, especially the type of purposive sampling. The sampling criteria for the research on English were the students who were present during face-to-face learning as a result of pandemic's regulation, as shown in Table 2.

Table 2. Research sample

Class	Total
IVA, B, C, D, E	40

As for the data-collecting technique, this research employed instruments that were selected or used in data collection activities so that these activities became systematic and easy. Thus, the necessary data collection techniques in this study were tests, questionnaires and documentation. First, the test may be a series of questions, worksheets, or the like that can be used to measure the knowledge, skills, talents and abilities of the research subjects or participants. The instrument sheet in the form of this test contains questions consisting of question items (Salim and Haidir, 2019). The test provided consists of a part: a test to analyse reading comprehension in English lesson in the form of 11 questions. The test was used to analyse students' reading comprehension by using a parenting context. As for English subject, the questions were linked to the reading text. Secondly, the questionnaire was used to investigate how beneficial the use of the coloring book in the context of parenting was in learning English. The number of questionnaire items was 10 question items. Thirdly, the documentation is in the form of photos of students' answers and evidence that students themselves were working on the questions directly.

Finally, the data analysis technique employed was the description of the test data results from the pupils participating in the research, the description of the questionnaire results in the form of a narrative, and the description of the results of the documentation.

FINDINGS AND DISCUSSION

To start with, a consultation with the school principal was initially made by the researchers to figure out the situation at the school after the implementation of limited face-to-

face learning in the regency. The principal suggested the researchers conduct this study among Grade IV students and, specifically for the research on English, involve the English teacher. The English teacher was really keen to assist the research. The discussion between the researcher and the English teacher, as shown in Figure 3, was mainly about the procedure of the research. The product that should be implemented consists of three colouring pictures, their stories and reading comprehension. It was agreed that the stories and the colouring activities could be interchangeable. All materials were available on the sheets provided by the researchers. The teacher's role was to teach and help pupils during activities.

Next, the procedure of the research process comprised five phases. First, the teacher distributed the picture and asked the students to colour it. This activity seemed to be enjoyable for students because they could express their sense of art. Second, the teacher asked the pupils to read the story and encouraged them to comprehend the meaning and message. The students felt free to ask some questions if they did not understand. Third, the teacher could deepen students' understanding by creating some dialogues during the lesson. It can be noted here that the reading activity may be done before the colouring activity. It was based on the situation and teacher's consideration. Fourth, the teacher then asked the students to answer the comprehension part, which comprises 3-4 questions. Fifth, the teacher distributed the questionnaire to investigate students' perception on the activity they had done. There were 10 items for this questionnaire. It should be noted here that this procedure was implemented for the three stories, namely, Siblings, Playing with Friends, and Going Shopping. The English teacher was given freedom to use the topics while teaching. The research was conducted in the school on the period of 26 October till 19 November 2021.



Figure 3. Discussion between researcher and English teacher

Furthermore, the researchers will describe the process of implementing research activities based on the aforementioned procedure and documentation. First of all, after greeting the students, the English teacher distributed the picture and asked the students to colour it. Figure 4 below demonstrated the activity. The class was relatively small because of the pandemic regulation. The whole class was divided into online and offline classroom. Unfortunately, this research was only conducted in the offline classroom, where the students were present in the class. Figure 4 describes the teacher accompanies a student while she colours the picture. With a relatively small class, the teacher seemed to have more time to help them create beautiful colour's combination. It should be underlined here that the students seemed to enjoy this kind of activity where they could freely express their artistic sense. Figure 5 can represent how artistic the picture is.



Figure 4. Teacher accompanies students while colouring picture



Figure 5. A picture coloured by a student

On the same day, after the colouring activity, the teacher asked the pupils to read the whole story and encouraged them to comprehend the meaning and message. It usually took some minutes for students to finish the reading. The students sometimes asked some questions to deepen the students' understanding. Figure 6 describes students participating in the study were reading the story. During the learning-teaching process, this reading was sometimes conducted individually or, organized by the English teacher, to be carried out classically. Both methods have the same purpose, that is, students' better comprehension. The teacher would accommodate some questions, especially when students found some difficult words or expressions.



Figure 6. Students read the story individually

Since the main objective of the lesson was reading comprehension, the teacher could deepen students' understanding by creating some dialogues during the lesson. Figure 7 demonstrates such activity. The students seemed to feel free when asking some queries or doubt. Based on the class situation and teacher's consideration, the reading activity may be carried out before the colouring activity.



Figure 7. Teacher discusses the topic with her students

When students had finished the reading and colouring picture, the teacher then asked them to answer the comprehension part, which comprises 3-4 questions. Some students appeared to do this task very quickly and some needed some time to finish the task. Figure 8 demonstrates the activity of students' answering the questions. This activity underlines what has been discussed in the literature review regarding reading comprehension such as Pardo (2004), The RAND Reading Study Group (2002). It was evident that pupils experienced a process of constructing meaning through interaction with text and with the integration of background knowledge and prior experience, information presented in the colouring stories.

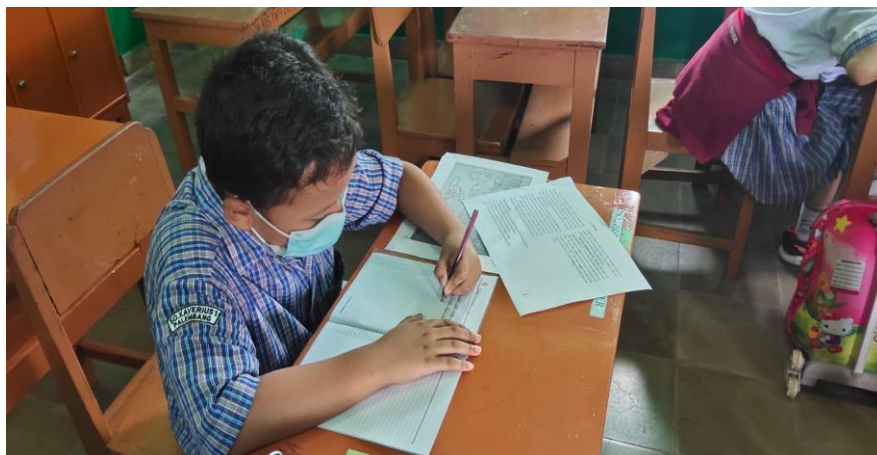


Figure 8. A student working on the comprehension part

In the final stage, the teacher distributed the questionnaire to investigate students' perception on the activity they had done. The pupils were asked to voluntarily respond to 10 items in the questionnaire sheet. Figure 9 demonstrates the activity when students were writing down their responses to the questionnaires. If needed, the teacher helped the pupils explain how to fill in the questionnaire so as to pursue the aim of the research. This action was needed sometimes because the students had different understanding of the items asked in the questionnaire. Based on this questionnaire and documentation, it can be emphasised what Barret (1974) argues as regards reading comprehension levels that elementary school students seemed to master their literal level. They were able to obtain main idea explicitly stated in a written text and identify general information from that written text.

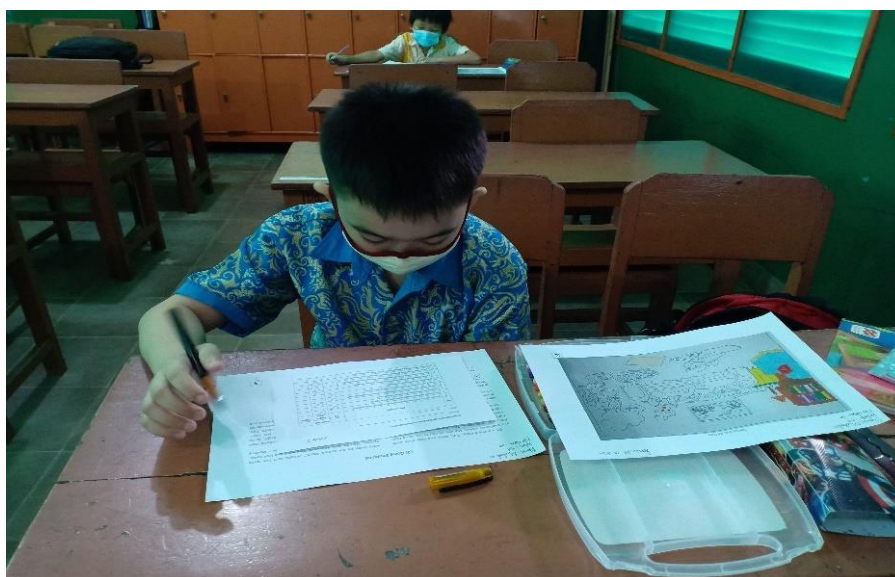


Figure 9. A student fills in the questionnaire

After all phases of the procedure were executed, the students' works were collected. The questionnaire was analysed by the researchers, whereas the coloured pictures and the comprehension were scored and marked by the teacher. It should be highlighted here that the scoring and marking were carried out by the teacher since they should be in accord with the competency standard of the school. Based on the teacher's scoring and marking, the researchers analysed the students' reading comprehension.

Table 3 demonstrates the results of the scoring and marking in relation to the three stories provided during the research. Code T and P used in the table represent text or reading comprehension and picture or how the students colour the picture provided, respectively. Table 3 shows that of the three picture stories, the scores of students' colouring activity and comprehension are very high or excellent, that is, above 85 and even above 95. The students seem to work harder to do exercise and colour picture 3, but picture 2 seems to be easier to be comprehended and coloured. This finding is likely to underline the use of contexts which will facilitate achieving learning objectives and improving student learning outcomes. The systematic review on some literature such as Bustang et al (2013), Haris & Putri (2011), Fauziah et al. (2019) and Risdiyanti et al. (2019) has emphasised the benefits of the use of contexts.

Table 3. Scores of coloured pictures and comprehension

Participants	1st Story		2nd Story		3rd Story	
	T.1	P.2	T.3	P.4	T.5	P.6
Student 1	100	75	100	90	50	85
Student 2	50	80	100	95	100	90
Student 3	100	80	100	85	75	80
Student 4	100	70	100	90	100	85
Student 5	100	80	100	95	50	95
Student 6	75	90	100	85	100	95
Student 7	100	95	70	85	100	80
Student 8	100	90	100	95	25	92
Student 9	100	90	100	90	50	90
Student 10	100	95	100	82	100	90
Student 11	100	95	100	85	100	80
Student 12	100	80	100	82	75	80
Student 13	75	92	100	88	75	92
Student 14	100	90	100	92	75	80
Student 15	100	90	100	90	100	80
Student 16	25	90	100	89	75	80
Student 17	75	90	70	95	75	80
Student 18	100	90	100	95	100	92
Student 19	100	80	100	90	100	90
Student 20	100	85	100	85	75	80
Student 21	100	89	100	82	75	92
Student 22	100	88	100	80	100	82
Student 23	100	88	100	80	100	92
Student 24	75	90	100	90	75	80
Student 25	100	90	70	95	75	88
Student 26	100	92	100	80	100	85
Student 27	75	85	100	80	100	90
Student 28	50	90	100	80	75	88
Student 29	100	82	70	92	75	80
Student 30	100	85	100	90	100	90
Student 31	75	82	100	85	100	92
Student 32	75	88	100	90	75	85
Student 33	75	92	100	92	100	90
Student 34	100	90	100	98	100	82

Student 35	75	89	100	95	100	85
Student 36	75	95	100	92	100	82
Student 37	100	95	100	80	100	88
Student 38	100	85	100	90	75	92
Student 39	100	90	100	85	100	90
Student 40	100	89	100	95	75	89
Total	3575	3501	3880	3534	3400	3458
Average	89.38	87.53	97	88.35	85	86.45

Regarding the result of the questionnaire, students' responses to the three colouring pictures and the related activities are described here. There are 75 sheets obtained based on the questionnaire sheets distributed during the research. The first questionnaire item is 'I understood the story well'. Figure 10 shows that most students (92%) seemed to understand stories well. This perception agrees with Liao's (2011) argument that reading comprehension means extracting the required information from the material as efficiently as possible. By stating that they understood the story well, the students participating in this research seemed to acquire the purpose of the stories efficiently and effectively.

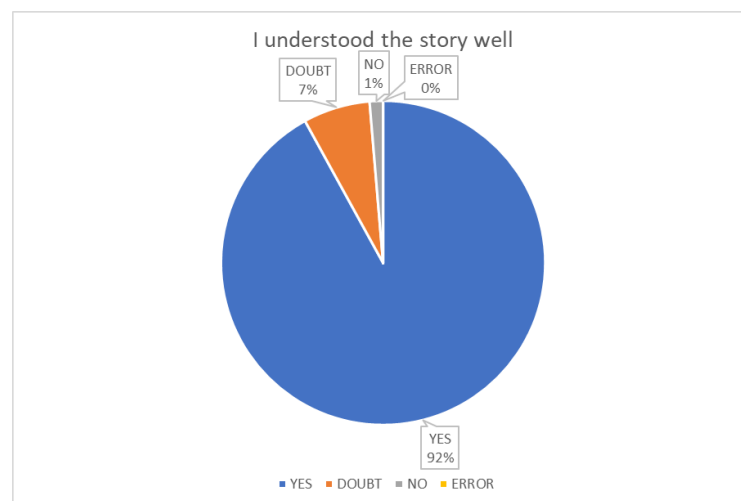


Figure 10. Students' responses of item 1

In terms of vocabulary usage in the colouring stories, a three-quarter of students filling in the questionnaire perceived that the English vocabulary used was not difficult. Besides, only 9% of pupils perceived that the vocabulary was so difficult. Figure 11 demonstrates the perception of students when asked whether or not the English vocabulary used was so difficult.

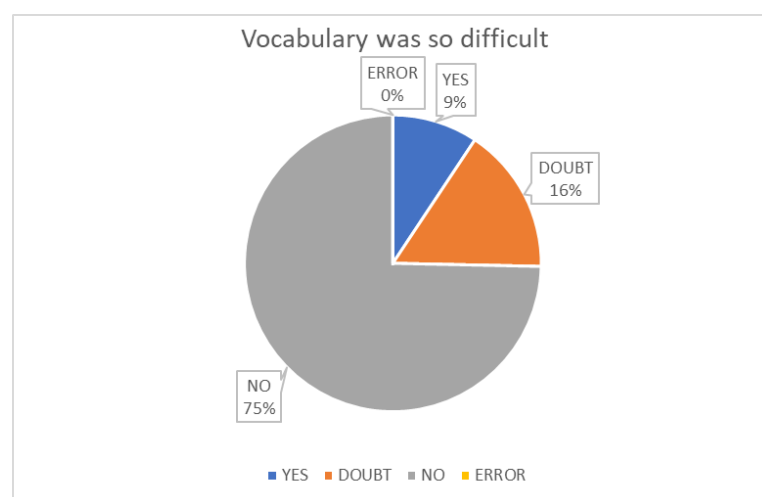


Figure 11. Students' responses of item 2

Further, the participants were asked about the message of the stories to investigate if the stories have meaning for them or related to their daily lives. A majority of students (81%) perceived that the stories had the message for them. However, there are 14% of students who felt that the stories had no message for them, as shown in Figure 12. Gaining the message becomes crucial in this sense, as stated in the literature review, because reading comprehension has an important role in lifelong learning. Students could feel the interactive process between them and the text so that comprehension is really its desired result and needs some skills, as argued by Oakley (2011).

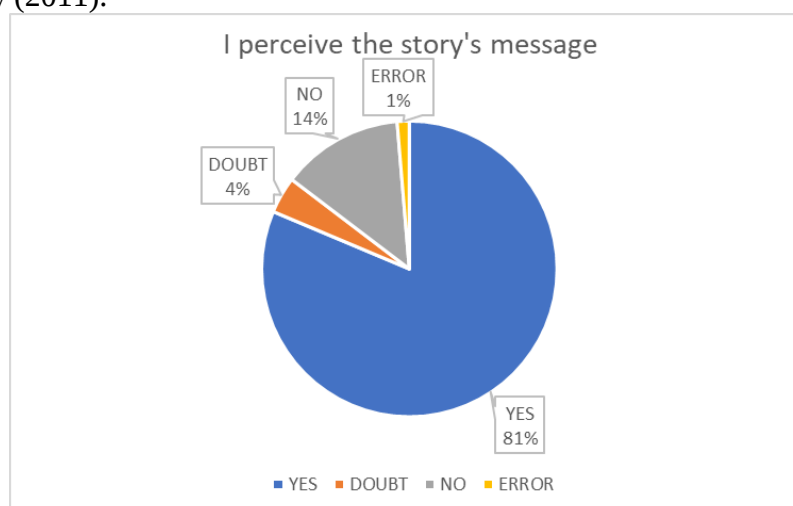


Figure 12. Students' responses of item 3

Item 4 of the questionnaire attempts to figure out the students' feeling and perception regarding the enjoyment of doing such activities. The item states 'I liked and enjoyed the activity of colouring the picture.' It is evident that a vast majority of students (93%) liked and enjoyed the activity of colouring pictures, as illustrated in Figure 13 below. The sense of enjoyment and amusement felt by these pupils could be seen a beneficial factor that may boost their learning.

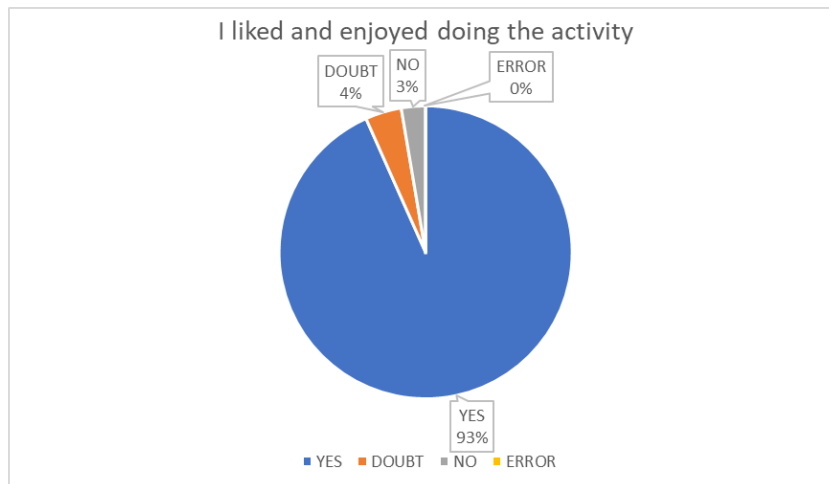


Figure 13. Students' responses of item 4

Because the pictures are part of the stories, pupils were also asked if the picture helped them understand the story. Figure 14 suggests that most students (83%) agreed that pictures helped them understand stories they were reading. However, there are 12% of students who doubted that it was otherwise. Even though, a few students had a doubt about the use of pictures, a majority was helped them comprehend the stories. This finding is significant to improve what Inharjanto & Lisnani (2021) have developed, namely, learning media in English language teaching for young learners especially by using family-themed picture stories.

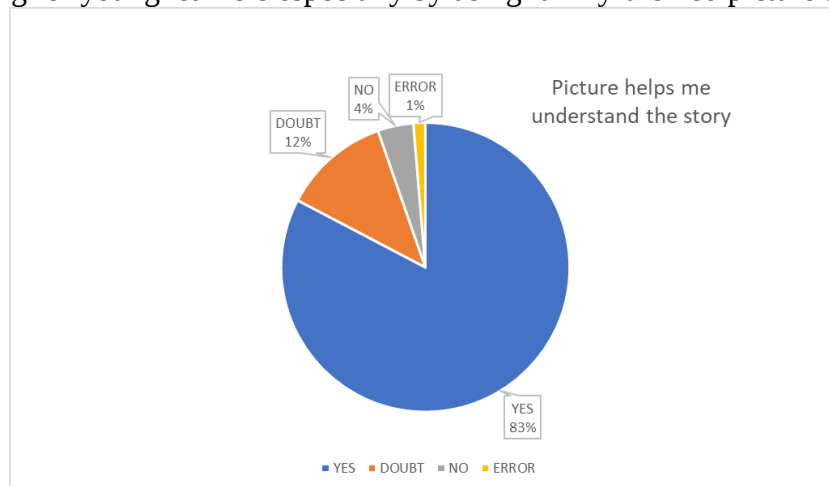


Figure 14. Students' responses of item 5

The colouring stories were designed as attractive as possible so that they motivate students to learn English well. Item 6 states 'The picture used was attractive.' This item was responded as illustrated in Figure 15. A total of 93% of students stated that the pictures used were attractive.

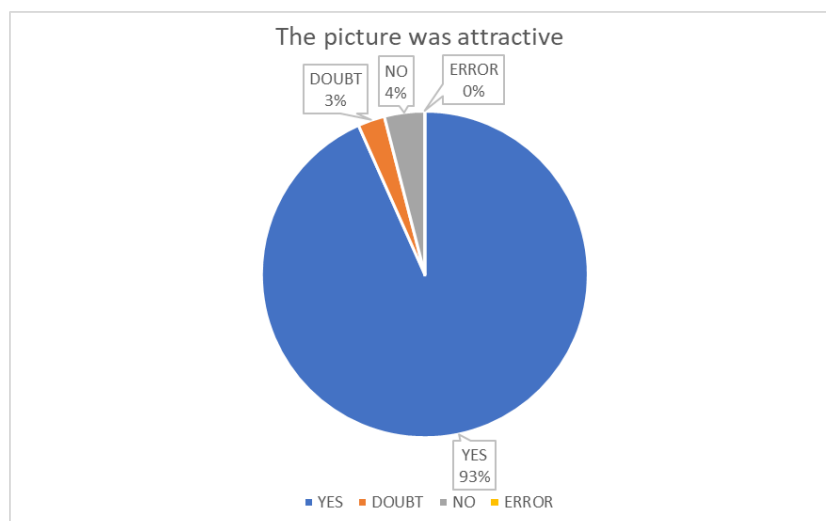


Figure 15. Students' responses of item 6

As well as that, since reading comprehension is an important element to discuss in this research, item 7 attempts to analyse the questions used for comprehension. A simple question was proposed, that is, 'The questions for comprehension were too easy.' The finding shows that the students who stated that the questions for comprehension were too easy are as many as 75%. Meanwhile, students who felt doubtful that the test questions provided were too easy are as many as 20%. Clearly, the chart in Figure 16 illustrates the study's result.

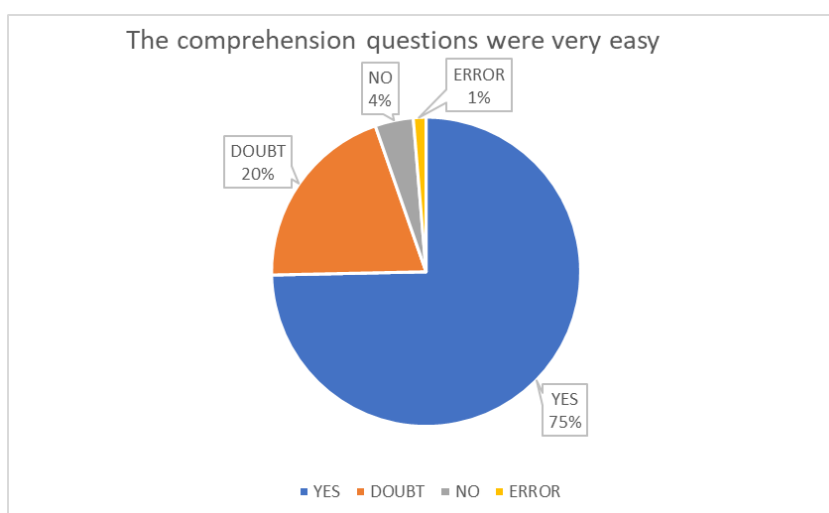


Figure 16. Students' responses of item 7

Next, the researchers designed the questions on reading comprehension so as to be closely related to its story. Item 8 of the questionnaire attempts to explore this matter by asking 'Were the questions related closely to the story?' Most students (85%) stated that the questions provided were related closely to the story, whereas a total of 12% students felt doubtful. The chart (Figure 17) shows the finding.

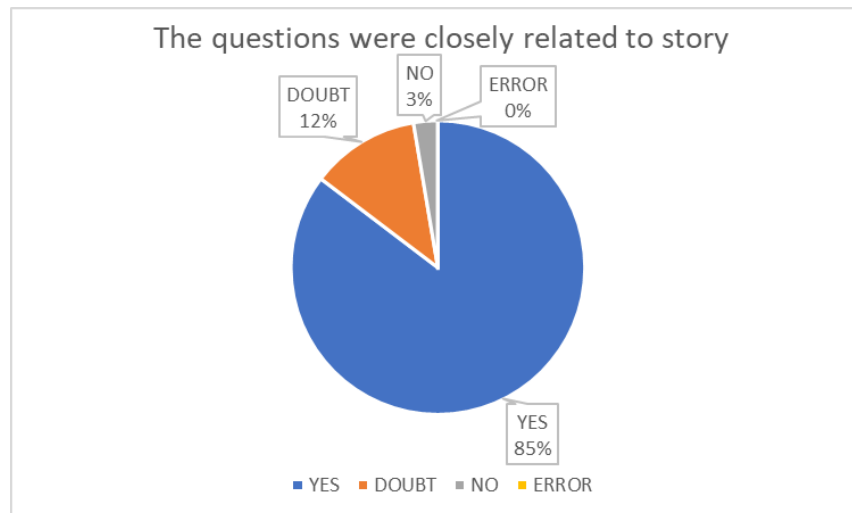


Figure 17. Students' responses of item 8

The goal of learning English is acquisition of the target language. In relation to this idea, the participants were asked if they could learn English through this kind of method or activity. Figure 18 underlines the argument clearly. It is evident that a vast majority of students (91%) perceived that they could learn English through this kind of method or activity. This result seems to agree with Ates's (2008) idea that students need reading comprehension skills at all educational levels and even for all school subjects. English subject is likely to be preferable when the learners find it meaningful for their lives.

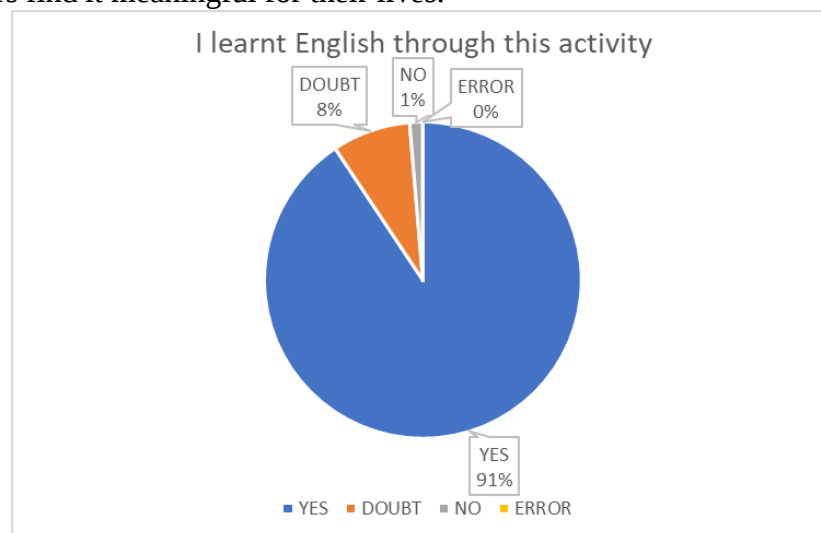


Figure 18. Students' responses of item 9

Finally, item 10 that states 'I could comprehend the message of the story and picture' demonstrates its result, as in Figure 19. A total of 72% students stated that they could comprehend the message of the story and picture, 16% of them felt doubtful and 11% could not comprehend. This finding is probably a gap that can be improved in future research because the number of students who comprehended the message of the story and picture was still under 80%.

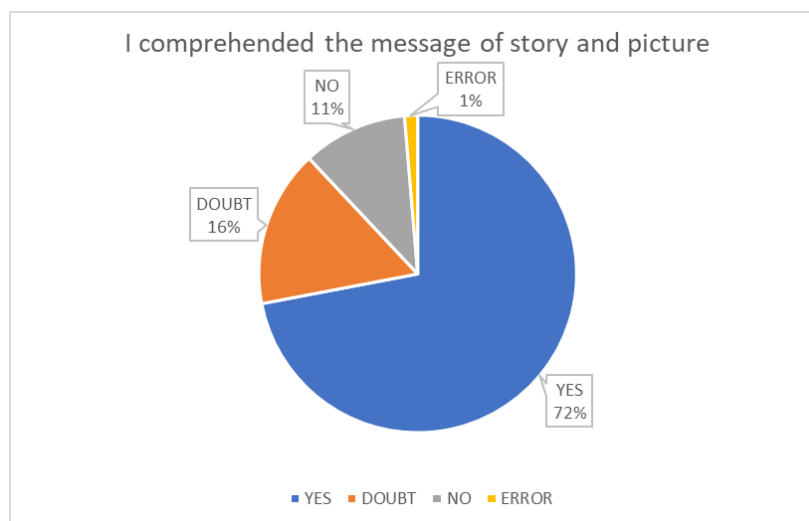


Figure 19. Students' responses of item 10

Based on the results of questionnaire, test and documentation, it can be concluded that the majority of students participating in this research perceive that they are likely to learn English through colouring pictures and reading stories. As well as that, the participants seem to like and enjoy doing such activity during English's learning and teaching process. The scores and marks provided by the teacher show that the pupils could well express their artistic sense and answer some questions for comprehension. Their scores and marks are considered very good and tend to be excellent. As for the pupils, pictures illustrating the stories are regarded as attractive. Next, the students state that they understand the stories and their message for them, even though some students also struggle with the vocabularies.

The researchers use picture stories as learning media. The use of media in the form of illustrated stories was further developed by the researchers in the form of some questions that lead to reading comprehension which is related to students' literacy skills. Therefore, if the coloring stories are intended to deepen students' appreciation to the parenting roles, these stories are likely to be beneficial. Grounded on the study results and discussions with the English teachers, the approach or method developed in the coloring pictures may be beneficial for teaching and learning English in the primary school level. However, the questions for comprehension part are suggested to be added and more complication in order to encourage students' high order thinking skills.

CONCLUSION

This research has presented its results linked to the analysis of reading comprehension of primary school students through parenting context. Concerning English's reading comprehension, the majority of students regard the parenting-themed colouring picture and stories as an attractive, amusing and beneficial learning media so that they could learn the subject better. It is a must that reading needs comprehension. Moreover, the use of context of parenting or family-related stories is likely to facilitate learning objectives. As well as that, since reading comprehension has an important place in lifelong learning, young learners like primary school students, should be encouraged in their learning. In particular, this study started with the concern of unsatisfactory result of PISA in relation to Indonesian students' literacy. However, it should be noted here that the limitations of the research on English's reading comprehension, are mostly affected by the pandemic situation. The number of students participating in the research is quite limited because their presence at school was dependent on their parents' consent. Referring to the study results, the approach or method developed in the colouring pictures may benefit English language teaching at elementary schools.

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