

Analysis of Early Reading Skills of Lower Grade Elementary School Students in Kahayan Tengah Subdistrict, Pulang Pisau Regency

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Article Information	ABSTRACT
Received: November 2025	Background: The low level of literacy and numeracy among primary school students in Indonesia highlights the need for contextual and engaging learning media that reflect local culture. Conventional teaching methods often fail to capture students' interest and do not integrate local wisdom effectively. <i>Aim:</i> This research aims to develop and test an interactive animation-based learning media using Central Kalimantan folktales to enhance students' literacy and numeracy skills in primary education. <i>Method:</i> The study employed a research and development (R&D) approach by designing, validating, and testing a digital prototype that combines animation, narration, and interactivity. Expert validation was conducted to refine the prototype, followed by pilot testing in selected partner schools in Central Kalimantan. Data were collected through observations, questionnaires, and learning assessments, and an alyzed descriptively to evaluate the media's effectiveness in improving learning outcomes. <i>Results and Discussion:</i> The results indicated that the interactive animation media successfully increased students' engagement and motivation, leading to higher literacy and numeracy achievement compared to traditional learning tools. Teachers reported that the integration of local folktales provided meaningful and enjoyable learning experiences while reinforcing students' cultural identity. The discussion emphasizes the potential of culturally grounded digital media to support the thematic learning approach in the Merdeka Curriculum and contribute to the preservation of local culture. <i>Conclusion:</i> The research concludes that the developed interactive animation learning media based on Central Kalimantan folktales is effective in enhancing primary school students' literacy and numeracy skills. It also demonstrates significant potential for large-scale implementation, commercialization, and collaboration with the creative industry, reaching Technology Readiness Level 5 as a foundation for sustainable dissemination.
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INTRODUCTION

Indonesian language learning in elementary schools is aimed at improving students' ability to communicate correctly and effectively, both orally and in writing. One of the crucial factors in language skills is vocabulary mastery. According to Tarigan (2008), a person's language proficiency strongly depends on the quality and quantity of vocabulary they possess. The richer the vocabulary, the greater the likelihood that students will be skilled in language use and able to express ideas accurately. Many experts emphasize that the early reading phase (emergent/early reading) is not merely the ability to recognize letters, but a complex process involving decoding, word recognition, fluency, and comprehension. Adams (1990) states that effective reading instruction must combine systematic phonics teaching with vocabulary enrichment and opportunities for repeated reading to achieve reading

automatization. LaBerge & Samuels (1974) highlight the role of automatization—when word recognition becomes automatic, readers' attention can shift to comprehension.

The Simple View of Reading theory by Gough & Tunmer (1986) views reading as the product of two main components: decoding (word recognition) and language comprehension. This model is relevant for early reading as it shows that weaknesses in one component (e.g., decoding closed syllables) can hinder overall reading ability, even if vocabulary or other language skills are sufficient. Ehri (2005) and Perfetti add that mastery of sight words and phonological skills are strong predictors of reading development; without these, early readers tend to read syllable by syllable and at a slow pace.

In practice, the National Reading Panel (2000) recommends a combination of explicit phonics instruction, repeated reading exercises, and vocabulary and

comprehension strategy development as effective interventions to improve students' reading fluency and comprehension. Stanovich (1986) warns of the cumulative (Matthew) effect—students who fall behind in reading skills early will increasingly lag due to fewer opportunities and decreased motivation to read. This emphasizes the importance of early diagnosis and intervention at the lower elementary level.

Educational policies, research, and curriculum guidelines stress the importance of monitoring reading skills from the first semester of Grade 1 so remedial interventions can be implemented promptly. Field conditions across many school clusters show wide variation: some students quickly master letter recognition but still struggle with closed syllables or forming words into phrases/sentences fluently. Selvia (2025), in a study on early reading of Grade 2 students at SD Negeri Sarakan IV, Tangerang Regency, found that most students still struggled with reading closed syllables and sentences.

Initial findings indicate that while letter recognition is relatively strong, skills in reading complex syllables, words, phrases, and sentences vary, requiring focused study on contributing factors and improvement strategies. Sari & Usop (2023) found that early reading difficulties in Grade 3 students at SD Negeri 7 Langkai Palangkaraya were caused by internal and external factors affecting the learning process. Similarly, Ibrahim (2024) notes that "early reading difficulties are caused by internal factors such as lack of motivation and external factors such as insufficient support from the surrounding environment," while Mana (2024) investigated the improvement of early reading skills through picture-word cards, finding it effective for Grade 2 students.

Reading skills, as part of literacy, form a fundamental foundation in primary education. Reading is not merely the activity of decoding symbols, but also a process of understanding and interpreting meaning. Snow, Burns, and Griffin (1998) define reading as the ability to understand, use, and reflect on written text so individuals can achieve goals, develop knowledge, and participate in society. Likewise, Anderson, Hiebert, Scott, and Wilkinson (1985) assert that reading is a constructive process connecting new information from the text with the reader's existing knowledge.

Strong early reading skills in elementary students significantly affect their success in understanding various subjects. The National Reading Panel (2000) emphasizes that strong reading skills from an early age can improve academic comprehension, critical thinking, and communication skills. This aligns with Gough & Tunmer's (1986) Simple View of Reading, which states that reading involves two main aspects: decoding and language comprehension; weakness in either hinders reading fluency.

However, in practice, literacy reading skills among Indonesian elementary students remain a serious concern. Pretorius & Klapwijk (2016) found that low early reading ability

adversely affects academic achievement across subjects. A similar situation exists in Kahayan Tengah Subdistrict, Pulang Pisau Regency, where data from the local Education Office show that many elementary students have below-standard literacy skills and low early reading ability. This indicates a gap between curriculum expectations and students' actual abilities.

Therefore, early reading skills of elementary students in Kahayan Tengah remain an important focus, necessitating a detailed analysis of lower-grade students' early reading skills in the targeted school clusters. This analysis is expected to provide a clearer picture of students' early reading achievements and identify supporting and inhibiting factors.

Based on the theoretical framework and practical findings, this study is titled "Analysis of Early Reading Skills of Lower Grade Elementary School Students in Kahayan Tengah Subdistrict, Pulang Pisau Regency." The study aims to analyze early reading skills of lower-grade elementary students in Kahayan Tengah in letter recognition, reading open and closed syllables, words, phrases, and sentences, and to identify the main obstacles. The research is expected to provide empirical evidence for designing effective instructional programs and interventions at the early stages of primary school to foster fluent reading and comprehension. The study is also intended to contribute to education, particularly in developing Indonesian language teaching strategies in elementary schools, specifically in enhancing early reading skills as a foundation for sustainable literacy.

METHOD

This study employs a descriptive quantitative approach using a reading skills test survey method. Descriptive research is used to describe the early reading abilities of lower-grade elementary school students in Kahayan Tengah Subdistrict, which include letter recognition, reading open syllables, reading closed syllables, reading words, reading phrases, and reading sentences. Meanwhile, the quantitative aspect is applied to measure students' early reading skills in terms of letter recognition, reading open syllables, reading closed syllables, reading words, reading phrases, and reading sentences. The population of this study comprises all lower-grade elementary school students in Kahayan Tengah Subdistrict who are members of KKG Hapakat Kahayan Tengah. The study sample was drawn from Grade 1 students in Cluster 4, including SD Negeri Bahu Palawa I, SD Negeri Pamarunan I, SD Negeri Balukon I, and SD Negeri Bukit Bamba I.

The research was conducted in four stages. First, the preparation stage involved reviewing literature on early reading theories, developing the reading test instrument, and validating it with Indonesian language education experts. Second, the implementation stage included selecting the schools and classes (Cluster 4, KKG Hapakat, Kahayan Tengah Subdistrict), administering the test to Grade 1 students, and observing and recording their reading performance. Third, the

data analysis stage applied descriptive and inferential statistics to classify students' early reading skills (letters, syllables, words, phrases, sentences), tabulate scores, and calculate achievement percentages. Finally, the conclusion stage summarized the results according to predefined categories (excellent, good, fair, poor, very poor) and presented the findings in narrative form and using tables and graphs.

The research instrument was an early reading skills test, covering: letter recognition (distinguishing vowels, consonants, and similar-sounding letters: a, i, u, e, o, b, p, m, n, x), open syllable reading (CV), closed syllable reading (CVC), word reading (10 syllables), phrase reading (5 simple words), and simple sentence reading (5 sentences). An observation sheet was also used to record students' pronunciation errors, reading fluency, and comprehension.

Table 1. Interval Score Category

Score Interval	Category
9–10	Excellent
5–6	Fair
7–8	Good
3–4	Poor
0–2	Very Poor

Students' scores were interpreted using five categories: *Very Poor* (0–2), indicating minimal reading mastery; *Poor* (3–4), showing limited mastery with frequent errors; *Fair* (5–6), representing moderate mastery with occasional mistakes; *Good* (7–8), reflecting solid mastery with few errors; and *Excellent* (9–10), indicating high mastery with accurate and fluent reading of letters, syllables, words, phrases, and sentences.

RESULTS AND DISCUSSION

Results

Results and discussion are the main components that contain findings from research that has been carried out. This result contains research interpretation, explains the implications of

The results presented in this chapter include the analysis of early reading skills of Grade I elementary school students in Cluster 4, KKG Hapakat, Kahayan Tengah Subdistrict, Pulau Pisau Regency, in the areas of (1) letter recognition, (2) reading open syllables, (3) reading closed

Validity and Reliability: content Validity: The test was reviewed by Indonesian language education experts to ensure it matched the early reading skill indicators; pilot Testing: A trial was conducted with Grade I students outside the sample to check clarity and suitability of the test items; reliability: The test's consistency was measured using Cronbach's Alpha or inter-rater reliability for observations, with a coefficient of ≥ 0.70 considered reliable.

The test data were analyzed using descriptive statistics, including scores, averages, and achievement percentages for each indicator. The interpretation criteria were organized based on the following score intervals:

syllables, (4) reading words, (5) reading phrases, and (6) reading sentences. This study was conducted in four different schools within Cluster 4, KKG Hapakat, namely SDN Bahu Palawa I, SDN Pamarunan I, SDN Balukon I, and SDN Bukit Bamba I, with a total sample of 20 students.

The results of this study show that students' early reading abilities develop unevenly across different components. Letter recognition is the strongest skill, with 80% of students performing very well. This finding is consistent with Afrianti et al. (2025), who reported that vowel–consonant identification is generally mastered early because it is repeatedly trained in classroom literacy routines. However, performance begins to decline when students move to open syllable reading. Only 50% achieve a very good score, while the rest remain in the average and poor categories. Similar patterns were found by Ibrahim (2024) and Sari & Usop (2023), who noted that phonemic blending, especially in early grades, is a common source of difficulty and often requires targeted reinforcement.

Table II. Recapitulation of Students' Early Reading Skills

No	Student Initials	School	Letters	Open Syllables	Closed Syllables	Words	Phrases	Sentences
1	CC	SDN BP I	10	10	10	10	8	10
2	SN	SDN BP I	9	8	2	7	6	4
3	KN	SDN BP I	9	8	6	10	10	10
4	AE	SDN BP I	10	7	6	7	10	10
5	AS	SDN BP I	10	10	10	10	10	10
6	EA	SDN PM I	9	7	8	5	5	4
7	EG	SDN PM I	10	10	10	10	10	10
8	Jl	SDN PM I	7	4	3	2	4	2
9	PPI	SDN PM I	10	10	4	5	0	0
10	AN	SDN PM I	10	10	10	10	10	10
11	AF	SDN PM I	2	0	0	0	0	0
12	DG	SDN PM I	10	10	0	5	3	0
13	GT	SDN PM I	10	8	5	5	6	8
14	EL	SDN BB I	10	10	6	9	9	10

15	KH	SDN BB I	7	2	5	8	10	10
16	HA	SDN BB I	10	10	7	8	8	10
17	NMA	SDN BB I	10	10	10	10	10	10
18	EL	SDN BN I	10	10	6	5	5	0
19	KH	SDN BN I	6	2	5	0	0	0
20	HA	SDN BN I	10	7	2	4	4	0

The lowest performance appears in closed syllables, with only 25% reaching the excellent category. This aligns with Selvia et al. (2025), who observed that CVC syllables demand stronger phonological processing, making them more challenging for early readers. The significant number of students in the poor category suggests that weaknesses at this level can hinder the transition to word and sentence reading. Word reading ability also shows limitations, with only 35% demonstrating excellent performance. This is in line with Mana (2024), who explained that limited vocabulary, weak recognition of syllable patterns, and insufficient decoding practice often contribute to low word-reading fluency. The difficulties persist in reading phrases and sentences. Although 40%–50% of students can read them fluently, nearly

half still struggle to connect words smoothly. This reflects earlier findings by Ibrahim (2024), who emphasized that students with weak decoding skills tend to experience reduced fluency when processing longer linguistic units.

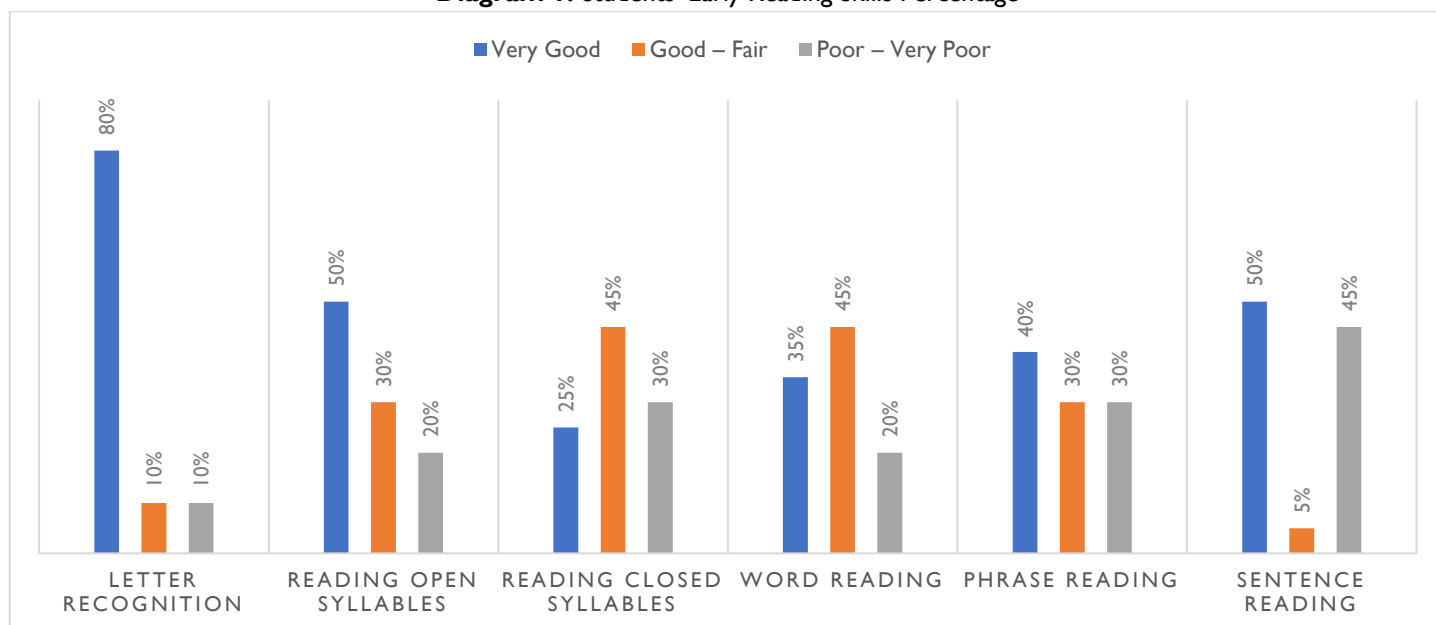
Discussion

Based on Diagram 1, the analysis of early reading skills of lower-grade elementary school students in Kahayan Tengah Subdistrict, Pulang Pisau Regency, can be described as follows.

Letter Recognition Ability

This aspect assesses students' ability to identify and pronounce letter sounds. Students were asked, in turn, to name letters arranged randomly on the test instrument sheet. The letters included in the test were "a, i, u, e, o, b, p, m, n, x."

Diagram 1. Students' Early Reading Skills Percentage



Based on Diagram 1, most students demonstrated excellent letter recognition skills (80%). In general, students have mastered basic literacy skills, namely the recognition of vowels and consonants. However, despite the high percentage of excellence, 20% of students fell into the *fair* and *poor* categories. This finding aligns with Sari and Usop (2023), who emphasized that incomplete mastery of letter-sound correspondence often becomes the root cause of subsequent difficulties in reading closed syllables, words, and sentences. In this study, such gaps may contribute to the challenges observed in higher-level reading tasks. This is important because letter recognition forms the foundation for all subsequent reading skills. This gap can be a root cause of difficulties when students read closed syllables, words, and sentences. The specific

difficulties in recognizing and pronouncing letters among lower-grade elementary students in Kahayan Tengah Subdistrict, Pulang Pisau Regency, are as follows:

1. Pronouncing the /b/ sound as /bi/
Students had difficulty distinguishing between the consonant sounds /p/ and /b/, which may be due to limited phonemic practice and insufficient understanding of consonant sound differences.
2. Difficulty distinguishing /p/ and /b/
This may be caused by the visual similarity of letters, making it hard for students to differentiate the letter p from other letters.
3. Pronouncing the /x/ sound as /yeh/

This difficulty may arise from differences between Indonesian and foreign language pronunciation, as well as limited phonemic practice.

4. Not yet familiar with or unable to pronounce /g/ and /y/
A lack of exposure and practice with these letters can lead to students not mastering them.

These difficulties indicate obstacles in phonemic and orthographic awareness, which are critical foundations for reading skills. Limited phonemic practice and letter recognition can hinder the decoding process (translating written symbols into sounds) and encoding process (translating sounds into written symbols). These challenges reflect phonological barriers. Students have not fully understood the differences between similar consonant sounds, especially between /p/ (voiceless) and /b/ (voiced). This usually occurs due to insufficient systematic phonemic training or limited exposure to Indonesian language sounds. As a result, the foundation for reading—letter and sound recognition—is not yet solid, which will affect the ability to read syllables, words, and sentences.

Open Syllable Reading Ability (CV)

In this test, students were asked to read ten open syllables presented on the test sheet in turn. The open syllables (CV) that students read were: /ma-ma/, /pa-pa/, /ke-na/, /sa-ya/, /ba-jul/, /gu-ru/, /gi-gil/, /se-pil/, /la-jul/, and /bo-la/. Based on the test results, 50% of students demonstrated excellent skills, 30% were in the fair category, and 20% were still poor. This indicates that the ability to read simple syllables is generally mastered, but about half of the students still require reinforcement. Although most students can read open syllables, there are indications of difficulties among those in the poor category. These challenges may relate to phonemic awareness, accuracy in combining letters, or reading speed. This suggests that while letter recognition is good, its application in reading simple syllables is not yet fully consistent across all students. Ibrahim (2024) similarly reported that difficulties in phonemic awareness and letter blending are common obstacles for early-grade students. The inconsistencies found in this study indicate that mastery of letter recognition does not always translate smoothly into accurate and fluent syllable reading.

The specific difficulties in reading the ten open syllables among lower-grade elementary students in Kahayan Tengah Subdistrict, Pulang Pisau Regency, are as follows:

1. The letter /j/ pronounced as /ji/ and /g/ pronounced as /gi/
These errors indicate confusion in phoneme-grapheme mapping, particularly in consonant pronunciation that differs between Indonesian and foreign languages.
2. The letter /p/ pronounced as /deh/ or /geh/
This may be caused by the influence of local language or different phonological habits.
3. The letter /y/ confused with /f/
This shows difficulty distinguishing similar consonant sounds, possibly due to insufficient phonemic practice.

4. The vowel /u/ confused with /o/

This reflects difficulty in distinguishing vowels with similar sounds.

These difficulties indicate problems in phoneme-grapheme mapping and blending, which is the ability to combine phonemes into syllables. Limited practice in blending phonemes can hinder decoding and reading fluency. Students experienced phoneme-grapheme errors, showing confusion between letter forms and corresponding sounds. The likely causes include: (1) insufficient practice reading letters within word contexts; (2) interference from other languages (e.g., English or local dialects); (3) lack of visual and auditory reinforcement (seeing the letters while pronouncing them). These obstacles suggest that mastery of open syllables is still weak and not yet automatic.

Closed Syllable Reading Ability (CVC)

In this test, students were asked to read ten closed syllables (CVC), and spelling was allowed. The syllables included: /ma-kan/, /ja-lan/, /ga-jah/, /ta-nah/, /be-nih/, /se-hat/, /a-yah/, /pu-cuk/, /po-jok/, and /go-sok/. The test results indicated that students' ability to read closed syllables was relatively low: only 25% of students were in the *excellent* category, 45% were fair, and 30% were poor. This shows that reading syllables with a more complex structure remains a major challenge for some students.

The ability to read closed syllables declined significantly compared to open syllables. This is theoretically understandable because CVC syllables are more complex and require higher proficiency in blending (combining letters into sounds) and phonological control. However, the data also highlight that nearly 3 out of 10 students experienced serious difficulties. If not addressed promptly, this could become a significant obstacle when learning to read words, phrases, and sentences. Previous research by Sari & Usop (2023) echoes this pattern, noting that closed syllables often become the turning point where students begin to exhibit decoding failure. Without strategic and timely intervention, low mastery at this level could hinder progress toward reading longer words, phrases, and sentences.

The specific difficulties in reading the ten closed syllables among lower-grade elementary students in Kahayan Tengah Subdistrict, Pulang Pisau Regency, based on the analysis, are as follows:

1. /nih/ pronounced as /niha/
This error indicates difficulty in phoneme segmentation, which is the ability to separate sounds within a word.
2. The letter /j/ pronounced as /ji/ and /g/ pronounced as /gi/
This reflects confusion in phoneme-grapheme mapping, particularly in consonant pronunciation.
3. /po-jok/ pronounced as /ka-jok/
This error shows difficulty in recognizing closed syllable patterns and blending phonemes.
4. /se-hat/ pronounced as /ha-te/ or /ha-tet/

This indicates problems with phoneme segmentation, blending, and understanding syllable structures.

These difficulties reveal problems in phoneme segmentation and blending, which are essential skills for reading closed syllables. Insufficient practice in separating and combining phonemes can hinder decoding and reading fluency. Students often add extra letters or sounds (e.g., “nih” → “niha”), reflecting confusion in recognizing phoneme structures. Errors in reading closed syllables confirm that students have not yet mastered complex phoneme patterns. This constitutes a significant barrier to reading words, phrases, and sentences.

Word Reading

In this assessment, students were asked to read ten words: /bapak/, /ibu/, /lari/, /jalan/, /masuk/, /sekolah/, /kelas/, /teras/, /berjalan/, and /mobil/. The results showed that 35% of students were excellent, 45% were fair, and 20% were poor in reading two-syllable words. This indicates a stagnation in development compared to open syllable reading. About 65% of students fell into the fair and poor categories, suggesting that mastery of reading two-syllable words is not yet optimal. Barriers to word reading may stem from difficulties in reading closed syllables, limited recognition of word patterns, or restricted vocabulary. This shows that students' reading ability depends not only on letter recognition but also on understanding word structures and phonological memory. According to Selvia, Amaliyah, and Nurfadhilah (2025), difficulties in word reading often arise from limited vocabulary, weak recognition of word patterns, and challenges in identifying closed syllables. These findings underscore that word reading requires more than basic decoding; it also depends on phonological memory and familiarity with lexical forms.

The specific difficulties identified were:

1. Difficulty distinguishing English and Indonesian letter pronunciations: This reflects confusion in phoneme-grapheme mapping between different languages.
2. Slow letter-by-letter spelling: This indicates low reading fluency, likely due to insufficient practice and decoding skill mastery.

These challenges highlight problems in reading fluency, as the accumulation of earlier difficulties (letters, open and closed syllables) makes reading words, phrases, and sentences exhausting. Students have not yet achieved automaticity and must spell letters individually, indicating the need for literacy interventions focused on fluency through repeated practice and phonological reinforcement.

Phrase Reading

For phrase reading, students were asked to read five simple phrases: /mobil merah/, /rumah kakek/, /kolam ikan/, /ayam jantan/, and /biru muda/. Results showed that 40% of students were excellent, 30% were fair, and 30% were poor. This indicates that students' ability to combine words into phrases

is still uneven. Mana (2024) observed similar issues, noting that early readers often experience fluency breakdowns because they have not yet developed automaticity in word recognition. This lack of automaticity hinders their ability to process multiple words smoothly.

The relatively high percentage of students in the poor category suggests that even though they can read words individually, they struggle when words are combined into phrases. This difficulty is generally associated with reading fluency and the ability to recognize words automatically without spelling each letter.

Specific difficulties included:

1. Slow spelling while reading phrases: Indicates low phrase reading fluency.
2. Students reported fatigue or lack of endurance: Suggests low motivation and stamina for reading, potentially due to tiredness or lack of interest.

These findings reveal issues with phrase reading fluency and low motivation. Limited practice and motivational support can hinder students' reading performance.

Sentence Reading

In the sentence reading stage, students were asked to read five simple sentences: /ibu pergi ke pasar/, /adik makan ikan/, /paman menanam padi/, /budi belajar membaca/, and /kakak menulis cerita/. Analysis showed weak overall performance: 50% excellent, 5% fair, and 45% poor to very poor. This indicates a sharp gap between students who can read simple sentences fluently and those who struggle. These results align with Afrianti, Aprizan, and Abdullah (2025), who found that students often require structured and media-assisted instruction—such as the SAS method combined with visual media—to support the transition from word-level reading to sentence-level comprehension. Without such scaffolding, students tend to experience persistent difficulties when reading connected text.

Some students can read simple sentences, but nearly half still have difficulty connecting words into coherent sentences. This disparity shows extreme variation in reading skills within the class. The main difficulties observed were:

1. Reluctance to read and complaints of fatigue: Indicates low motivation and self-confidence.
2. Slow syllable-by-syllable reading: Reflects low sentence reading fluency.

Students have not yet reached reading fluency and remain in the decoding stage, reading syllable by syllable rather than automatically. Rapid word recognition skills are underdeveloped, resulting in difficulty reading complete sentences. Lack of repeated sentence reading practice, limited vocabulary understanding, and phonological challenges contribute to this issue.

The students' primary strengths are in letter recognition and reading open syllables, which most have mastered. Their main difficulties lie in reading closed syllables

and sentences, with many still performing poorly. These early reading challenges are caused by phonological difficulties, pronunciation errors, insufficient blending and syllable segmentation skills, limited repeated reading practice, and interference from other languages. Additionally, slow and effortful reading, low fluency, weak motivation and self-confidence, orthographic challenges, and limited environmental support further hinder reading development. Collectively, these factors contribute to uneven early literacy skills and underscore the need for targeted interventions to enhance phonological awareness, fluency, and reading motivation.

CONCLUSION

Based on the research data, students' early reading skills show varying levels of achievement across different aspects. In the letter recognition aspect, the majority of students (80%) are in the "very good" category, indicating that mastery of vowel and consonant letters is relatively strong. However, in reading open syllables, student achievement decreases, with only 50% in the "very good" category, while others are still in the "average" (30%) and "poor" (20%) categories. Reading closed syllables is relatively low, with only 25% of students in the "very good" category, while the majority are in the "average" category (45%) and 30% are still struggling. Similar conditions are observed in reading words, phrases, and sentences. For reading words, only 35% of students can do so very well, while reading phrases and sentences shows even greater disparities: 40% of students read phrases very well, whereas for sentences, although 50% can read them very well, 45% still experience significant difficulties. Overall, it can be concluded that students have mastered the basic skill of letter recognition well, but still face challenges in reading closed syllables, words, phrases, and sentences. This indicates that their early reading skills have not yet fully developed toward fluent reading. Therefore, intensive practice is needed to build skills in reading complex syllables, strengthening vocabulary, and encouraging the habit of reading full sentences to improve reading speed and comprehension.

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