**Sekolah Dasar: Kajian Teori dan Praktik Pendidikan**
Volume 34, No.02, November 2025, hlm. 342–353

Tersedia Online di http://journal2.um.ac.id/index.php/sd
**ISSN 0854-8285 (cetak); ISSN 2581-1983 (online)**

# Reading Ability Profile of Fifth Grade Elementary School Students: A Comprehensive Analysis Using the Early Grade Reading Assessment (EGRA)

**Jaka Nurhidayat***
**Yunus Abidin**
Master of Elementary School Teacher Education Study Program, Universitas Pendidikan Indonesia,
Jl.Pendidikan No. 15, Cibiru Wetan, Bandung, West Java, Indonesia
*Corresponding author, E-mail:jakanurhidayat@upi.edu

Paper received: 9-10-2025; revised: 13-11-2025; accepted: 20-11-2025

**Abstract**

Reading ability is crucial to academic achievement, yet identifying students' abilities solely based on communication without accurate data can hinder effective learning-strategy interventions. This study aims to identify students' reading profiles, including letter recognition, syllables, words, listening, reading fluency, and comprehension, using a quantitative, descriptive approach with 36 fifth-grade students as samples. The main instrument is the Early Grade Reading Assessment (EGRA). Results show students possess strong decoding skills, with perfect mastery of letters, syllables, words, and excellent reading fluency (K1, K2). This confirms the achievement of automaticity standards in decoding. However, listening comprehension remains a challenge for a quarter of students, while in reading comprehension, 47.2 percent of students scored below perfect on P1, and most scored low on P2. This shows that reading ability does not always align with students' comprehension skills. The Understanding Factor (C) is a significant cognitive barrier, manifested in the failure of inference and information synthesis. These findings validate the Simple View of Reading model and emphasize the importance of shifting the intervention paradigm from a focus on decoding to the explicit and systematic development of comprehension strategies.

**Keywords:** comprehension; EGRA; reading; reading profile, elementary school

## INTRODUCTION

Reading ability is a very important foundation for students' acquisition of knowledge and academic development, especially for elementary school students (Hanifha et al., 2023). Good reading ability not only facilitates understanding of lesson material but also promotes the development of cognitive and communication skills essential for students' academic success (Yaumi et al., 2019). This aligns with the fact that reading ability is one of the most important functions in life, as the entire learning process is based on this competency (Koskelainen et al., 2023). Students with strong reading skills tend to be more successful in understanding lesson material and accessing new information (Widiana et al., 2023). Conversely, poor reading skills can significantly hinder students' academic progress, as evidenced by summative test results showing scores below the passing standard (Wardani et al., 2024).

In the 21st century, reading ability is an important educational foundation. Being a key prerequisite for academic success in various subjects as well as the development of essential skills. Reading is a complex process that requires a deep understanding of the meaning of the text being read, not just encoding written symbols into sounds (Sofira et al., 2025). With good literacy, a person can access information, learn, think critically, and actively participate in modern society. Therefore, having strong reading skills from a young age is crucial for their future education

(Grotlüschen et al., 2025). Unfortunately, data from international studies like PISA show that literacy levels among students in Indonesia are still low, indicating a significant problem in efforts to improve students' reading abilities (Pramularsih & Puspita, 2025). This situation is made worse by the discovery that many students, even at the elementary level, face basic problems in initial reading. These problems include difficulty recognising letters, spelling syllables, or stringing words together into simple sentences, all of which make it difficult for them to understand more complex texts (Jeni et al., 2022).

This problem often stems from inappropriate teaching methods and uninteresting delivery of learning materials, as identified in field observations (Ovavia, 2021). Several efforts have been made to improve reading ability, including assigning writing tasks based on reading texts and providing learning motivation, but students' interest and understanding of the material are still unsatisfactory, and many elementary school students demonstrate low reading skills (Indrawati, 2020). Nevertheless, the ability to read intensively becomes very important as a tool for students to critically learn various knowledge, especially at the secondary education level (Nurdiyanti et al., 2025).

Although the role of reading is vital, challenges in mastering reading skills are still frequently encountered. This phenomenon is a serious concern because it can hinder students' overall learning progress. For example, even though students have reached a higher grade, such as fifth grade. Problems with basic reading, especially related to fluency and comprehension, often remain an ongoing challenge. Additionally, based on the school report card regarding literacy and numeracy, the school's achievement is considered insufficient. This condition is exacerbated by the practice that occurs every new school year, where teachers only rely on two-way communication between previous and current teachers to assess students' reading and comprehension abilities. Unfortunately, the results of this communication are merely justifications without accurate data and facts to support them. This naturally makes it difficult for teachers to design appropriate and systematic learning or activity programs to comprehensively diagnose students' reading ability profiles.

The Early Grade Reading Assessment (EGRA) is presented as an assessment instrument designed to measure important aspects of basic reading ability. EGRA is defined as a systematic assessment tool for evaluating early reading skills. One of the main goals of EGRA is to provide a comprehensive profile of students' reading abilities, ranging from basic recognition to text comprehension, so that educators can make appropriate interventions for their students. Important components of a student's reading ability profile using the EGRA method include letter name recognition, syllable reading, oral reading fluency, reading meaningful and non-meaningful words, and reading comprehension (RTI International, 2016). Theoretically, phoneme recognition, decoding, fluency, and complex text comprehension are skills related to reading ability (Gredler, 2002). Models such as the Simple View of Reading (Gough & Tunmer, 1986) Reading comprehension is part of the decoding process and oral language understanding, which emphasises the importance of both elements. EGRA was created to measure these elements and provide a useful diagnostic picture.

The use of EGRA as a diagnostic tool has been widely adopted in over 50 countries, primarily in low-income countries, to address the underlying crisis in reading learning (foundational literacy skills). Critical review by Dubeck & Gove, (2015) that EGRA was created to inform education systems and programs by measuring basic literacy skills. That EGRA, a

collection of diagnostic subtasks, has been used extensively to provide real-world examples of how assessment results can inform classroom practice and system-level policies. Research on reading profile at the international level shows a diversity of difficulty patterns. A study using Latent Profile Analysis on elementary school students has identified several reading groups, ranging from typical readers to those experiencing severe difficulties in various reading components. For example, research Miciak et al., (2022) Testing the reading profiles of third and fourth-grade students found that the majority of struggling students had deficits across all reading components (decoding, fluency, and comprehension), not just in one specific area, emphasising the need for comprehensive intervention. Similarly, another study showed that reading difficulties often persist into higher grades. Vaughn et al., (2010) finding that initial word reading ability is an important predictor of intervention response in struggling upper-grade readers, highlighting that underlying problems (as measured by EGRA) can persist and affect higher-level text comprehension.

Research conducted by Rahma & Dafit, (2021) revealed various obstacles in early reading skills experienced by first-grade students, including the inability to recognise letters, errors in distinguishing letter shapes, and choppy pronunciation. In line with those findings Yusnan et al, (2023). Difficulties experienced by students include not yet knowing the alphabet, difficulty distinguishing between the shapes and sounds of the same letters, and difficulty spelling. The use of the Early Grade Reading Assessment (EGRA) instrument has been explored in measuring and evaluating the reading proficiency of third-grade students who experience reading difficulties. (Khoirunnisa et al, 2023). Next, research conducted by Nody et al, (2024), aims to determine the initial reading ability of third-grade A students. The research focus includes aspects of reading letters, reading syllables, reading words, and reading fluency of reading texts, which are measured through the Early Grade Reading Assessment (EGRA). Research conducted by Daeli & Dewi, (2024) The Early Grade Reading Assessment (EGRA) is effective in helping educators teach reading fluency to fourth-grade elementary school students. Although its primary focus is on early grades in Indonesia, this research presents how EGRA data can be used to identify students' learning profiles. This profile concept can be relevant for diagnosing persistent reading problems in higher grades (Stern et al., 2018)

Using EGRA, this study presents a complete profile of fifth-grade students' reading abilities. This research also examines the gap between reading comprehension and fluency in higher-grade students, which is often overlooked in traditional assessments. This research provides valid and specific data, and its results can be used as a basis for creating more effective and targeted activity interventions, including school activity programs, learning approaches, models, methods, and learning media for teachers. This research is also expected to serve as an example for other schools to implement reading and listening comprehension assessments. The purpose of this study is to identify the reading profiles of fifth-grade students. This research focusses on students' ability to read letter names, syllables, and words, as well as evaluating their listening comprehension, reading fluency, and level of reading understanding. It is hoped that the resulting profile will provide complete empirical data to assist in creating more targeted program activities and reading interventions.

## METHOD

This research uses a quantitative approach with a descriptive design. The quantitative approach was chosen to systematically measure and describe the reading ability profile of fifth-grade students at the research site. The main objectives of this research are to generate a student reading ability profile based on structured scores and to identify the gaps between reading fluency and reading comprehension. This objective focuses on measuring and reporting the actual scores and percentages of students' reading component conditions. A descriptive design was chosen to investigate the status quo conditions of a population based on numerical data (Arikunto, 2010), allowing the researcher to comprehensively collect various types of score data to describe students' reading abilities at the research site (Sugiyono, 2018). The subjects of this study are 36 fifth-grade students. The primary data collection technique is Documentation of EGRA Test Results (Scores).

The primary instrument used to profile students' reading abilities is the Early Grade Reading Assessment (EGRA) Structured Test. EGRA serves as a standardized quantitative instrument designed to produce statistically analyzable scores. This instrument was developed by Research Triangle International (Dubeck & Gove, 2015) and has been adapted into Indonesian and validated by INOVASI partners. The aspects reviewed include letter name identification, syllables, words, listening, reading fluency, and reading comprehension.

The Early Grade Reading Assessment (EGRA) evaluation procedure is conducted individually, with an estimated time of over 15 minutes per student. Before starting, the researcher had a simple dialog for about 1 minute to create a warm atmosphere. Next, the students complete their tasks, starting with letter names, syllables, words, listening, reading fluency, and reading comprehension. This process focuses on recording quantitative scores and directly recording the duration of students' responses. This is done to provide context for the conditions under which the test is administered. Data analysis techniques begin with Descriptive Statistical processing, including data tabulation steps, frequency and percentage calculations, and descriptive interpretation (Sugiyono, 2018). The data analysis results were then presented in narrative and table format to describe the students' reading ability profiles.

## RESULTS AND DISCUSSION

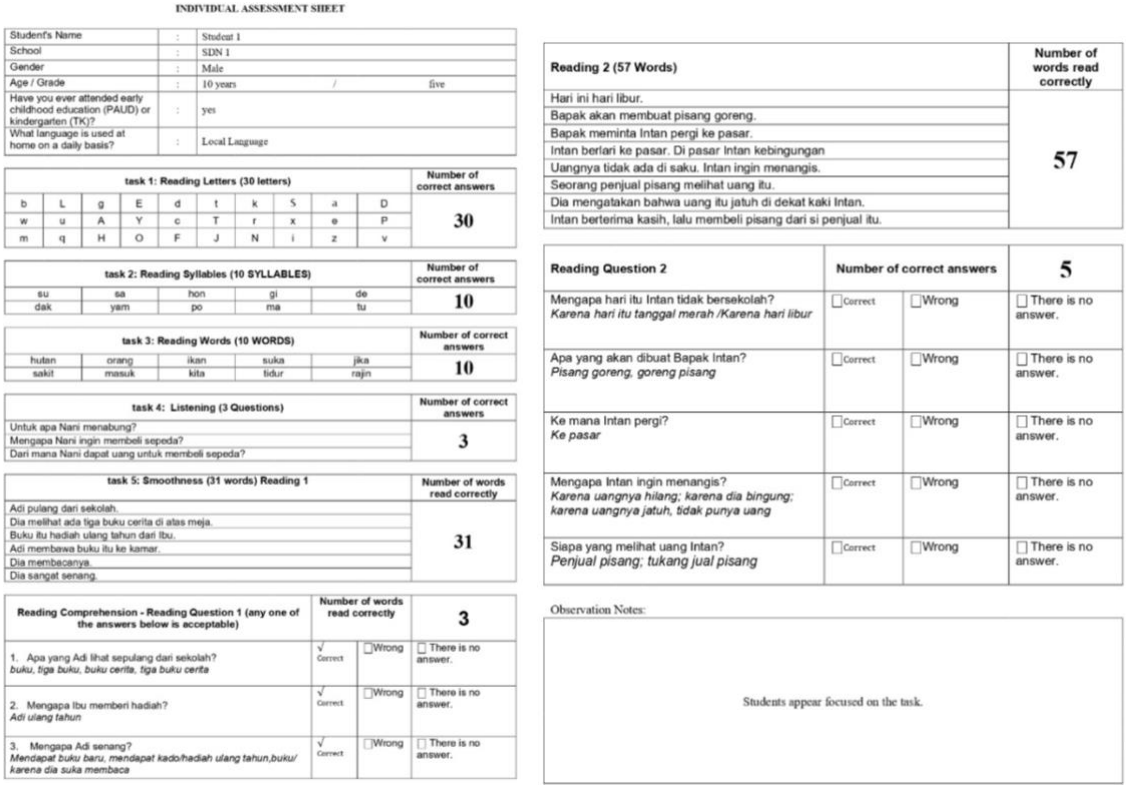
### Result

Measuring reading ability is an important step in understanding an individual's literacy development, especially in the context of education and reading instruction (Moenjak et al., 2020). This ability not only reflects text comprehension but also the critical thinking skills necessary for lifelong learning (Yang et al., 2023)**.** The results of the EGRA assessment study conducted on 36 fifth-grade students are presented based on the measured assessment components. Before the students began the reading assessment activity, the researcher had a simple dialogue with them to make the atmosphere of the reading assessment less tense.

As for the first step, ask the students to read the letter names one by one. If a student misreads 5 letter names in the first row, the assessment activity is stopped/does not need to be continued. The second step is to ask the students to read the syllables one by one. If a student misreads 5 syllables in the first row, the assessment activity is stopped/does not need to be

continued. The third step is to ask the students to read the words one by one. If a student misreads 5 words in the first row, the assessment activity is stopped/does not need to be continued. The fourth step is listening, where the researcher will read the story once and ask 3 questions. The researcher asked the students to listen carefully and answer the questions. The questions could be repeated once if requested by the students. If the student doesn't know the answer and remains silent for 10 seconds, the researcher will proceed to the next question.

The fifth step is reading fluency and comprehension. Researchers provided reading text 1 to K1 students (31 words) with a very basic readability level. Students are asked to read aloud. If the student makes a mistake on the first five (5) words, the assessment will be stopped and will not proceed to the next question or task. If the student does not make any reading mistakes, the researcher will ask three comprehension questions (P1), in which case the student is allowed to look at the text while answering the questions. If the student remains silent for 10 seconds after the question is asked, the researcher will record the duration of the delayed response and then proceed to the next question. Next, the researcher provided reading text 2 to the K2 students (57 words) with slightly higher narrative complexity. Students are asked to read aloud. If a student makes a mistake in reading the first five (5) words, the assessment will be stopped and will not proceed to the next question or task. If the student does not make any reading mistakes, the researcher will ask five comprehension questions (P2). In this case, the questions may be repeated once. If the student remained silent for 10 seconds after the question was asked, the researcher recorded the duration of the delayed response. This entire process includes recording the score results and the observations made regarding the students' behavior while they are performing the task.



**INDIVIDUAL ASSESSMENT SHEET**

| | | |
|---|---|---|
| Student's Name | : | Student 1 |
| School | : | SDN 1 |
| Gender | : | Male |
| Age / Grade | : | 10 years / five |
| Have you ever attended early childhood education (PAUD) or kindergarten (TK)? | : | yes |
| What language is used at home on a daily basis? | : | Local Language |

| task 1: Reading Letters (30 letters) | | | | | | | | | | Number of correct answers |
|---|---|---|---|---|---|---|---|---|---|---|
| b | L | g | E | d | t | k | S | a | D | 30 |
| w | u | A | Y | c | T | r | x | e | P | |
| m | q | H | O | F | J | N | i | z | v | |

| task 2: Reading Syllables (10 SYLLABLES) | | | | | Number of correct answers |
|---|---|---|---|---|---|
| su | sa | hon | gi | de | 10 |
| dak | yam | po | ma | tu | |

| task 3: Reading Words (10 WORDS) | | | | | Number of correct answers |
|---|---|---|---|---|---|
| hutan | orang | ikan | suka | jika | 10 |
| sakit | masuk | kita | tidur | rajin | |

| task 4: Listening (3 Questions) | Number of correct answers |
|---|---|
| Untuk apa Nani menabung? | 3 |
| Mengapa Nani ingin membeli sepeda? | |
| Dari mana Nani dapat uang untuk membeli sepeda? | |

| task 5: Smoothness (31 words) Reading 1 | Number of words read correctly |
|---|---|
| Adi pulang dari sekolah. | 31 |
| Dia melihat ada tiga buku cerita di atas meja. | |
| Buku itu hadiah ulang tahun dari ibu. | |
| Adi membawa buku itu ke kamar. | |
| Dia membacanya. | |
| Dia sangat senang. | |

| Reading Comprehension - Reading Question 1 (any one of the answers below is acceptable) | Number of words read correctly | | 3 |
|---|---|---|---|
| 1. Apa yang Adi lihat sepulang dari sekolah? *buku, tiga buku, buku cerita, tiga buku cerita* | √ Correct | ☐Wrong | ☐ There is no answer. |
| 2. Mengapa Ibu memberi hadiah? *Adi ulang tahun* | √ Correct | ☐Wrong | ☐ There is no answer. |
| 3. Mengapa Adi senang? *Mendapat buku baru, mendapat kado/hadiah ulang tahun,buku/ karena dia suka membaca* | √ Correct | ☐Wrong | ☐ There is no answer. |

| Reading 2 (57 Words) | Number of words read correctly |
|---|---|
| Hari ini hari libur. | 57 |
| Bapak akan membuat pisang goreng. | |
| Bapak meminta Intan pergi ke pasar. | |
| Intan berlari ke pasar. Di pasar Intan kebingungan | |
| Uangnya tidak ada di saku. Intan ingin menangis. | |
| Seorang penjual pisang melihat uang itu. | |
| Dia mengatakan bahwa uang itu jatuh di dekat kaki Intan. | |
| Intan berterima kasih, lalu membeli pisang dari si penjual itu. | |

| Reading Question 2 | Number of correct answers | | 5 |
|---|---|---|---|
| Mengapa hari itu Intan tidak bersekolah? *Karena hari itu tanggal merah /Karena hari libur* | ☐Correct | ☐Wrong | ☐ There is no answer. |
| Apa yang akan dibuat Bapak Intan? *Pisang goreng, goreng pisang* | ☐Correct | ☐Wrong | ☐ There is no answer. |
| Ke mana Intan pergi? *Ke pasar* | ☐Correct | ☐Wrong | ☐ There is no answer. |
| Mengapa Intan ingin menangis? *Karena uangnya hilang; karena dia bingung; karena uangnya jatuh, tidak punya uang* | ☐Correct | ☐Wrong | ☐ There is no answer. |
| Siapa yang melihat uang Intan? *Penjual pisang; tukang jual pisang* | ☐Correct | ☐Wrong | ☐ There is no answer. |

Observation Notes:

Students appear focused on the task.

**Figure 1. Results of the Individual Assessment Sheet**

After all students have finished reading letters, reading words, reading meaningless words, reading aloud fluency and reading comprehension, and listening comprehension. Next, the author summarises the results obtained to identify the students' reading ability profile.

**Table 1. Class Assessment Sheet**

| Aspect | Maximum Number | Number of Students Meeting Criteria | Percentage of Students Meeting Criteria | Percentage of Students Not Meeting Criteria |
|---|---|---|---|---|
| Reading Letter Names | 30 | 36 | 100,00% | 0,00% |
| Reading Syllables | 10 | 36 | 100,00% | 0,00% |
| Reading Words | 10 | 36 | 100,00% | 0,00% |
| Listening | 3 | 27 | 75,00% | 25,00% |
| K1 Smoothness | 31 | 36 | 100,00% | 0,00% |
| K2 Smoothness | 57 | 35 | 97,20% | 2,80% |
| P1 Understanding | 3 | 19 | 52,80% | 47,20% |
| P2 Understanding | 5 | 14 | 38,90% | 61,10% |

Based on the data obtained from the assessment of the profile of letter, syllable, and word reading abilities, the results indicate that fifth-grade students have a very strong foundation in basic reading. Regarding the aspect of reading letter names, 36 students (100%) achieved a perfect score of 30 words, indicating good mastery of letter names. Furthermore, concerning syllable reading, 36 students (100%) obtained a perfect score of 10, demonstrating that students' syllable reading abilities were fluent and accurate. Most importantly, in word reading, all 36 students (100%) successfully achieved a perfect score of 10 words. During the implementation, no student remained silent for 5 seconds, and there were no errors in reading 5 letter names in the first line, indicating that the students' performance was excellent. The students were able to recognize symbols and pronounce words quickly and accurately. Students found the tasks very easy, indicating a strong foundation in symbol recognition and word reading had been built.

The listening ability profile for 3 questions shows a crucial difference, with 27 students (75.0%) successfully meeting the aspects or achieving a perfect score (3). However, 9 students (25.0%) have not yet met the aspects or scored below 3. A total of 27 students were able to answer 3 questions correctly. In this task activity, there are signs or symptoms of difficulty focusing and processing verbal information in students. A total of 9 students had difficulty answering the first and second questions; they remained silent for more than 10 seconds and asked to have the reading text retold. In fact, they complained that the researcher did not read the story again. For the third question, the students still remained silent for more than 10 seconds and asked for the reading text to be retold, even tho they had been informed beforehand that the story would only be read once. The students looked uncomfortable, glancing right and left, looking up, bowing their heads, and scratching their heads with their hands. This indicates that the students were not focused while the researcher read the story and had difficulty remembering the content of the reading text. This indicates that students require more attention in oral comprehension, with most difficulties arising when asked to process and respond to information during listening sessions.

Reading Fluency Profile (K1 and K2) The reading fluency assessment indicates that fifth-grade students have very good fluency. In fluency 1 (K1 - 31 words), 36 students (100%) achieved

a perfect score (31 words). There were no students who were not fluent readers and scored below 31 words (0%). Regarding fluency 2 (K2 - 57 words), 35 students (97.2%) achieved a perfect score (57 words). However, there was 1 student (2.8%) who was not a fluent reader and scored below 57 words because the student was rushing while reading and appeared restless during the task. Additionally, no students misread the first five (5) words (K1). This indicates that students are capable of reading adequate text appropriate for their grade level.

The Reading Comprehension Profile (P1 and P2) shows a gap when compared to reading fluency results. In Understanding 1 (P1 - 3 questions), only 19 students (52.8%) achieved a perfect score (3), while 17 students (47.2%) received low scores (0-2). This condition further declined in Understanding 2 (P2 - 5 questions), where only 14 students (38.9%) achieved a perfect score (5), while 22 students (61.1%) received low scores (0-4). Regarding Reading Comprehension (P1 and P2), there are signs of difficulty processing information in students with low scores. In Reading Comprehension (P1) with 3 questions, most students took more than 10 seconds to answer when the questions were asked, even tho they were allowed to look at the text. This pattern became even more apparent in Reading Comprehension (P2) with 5 questions, where the answering time was the same as before, exceeding 10 seconds. Students who are struggling often ask to repeat the questions, even tho the questions are only repeated once in this session, which is a symptom of problems with oral processing or understanding instructions. Even after the questions are repeated, the answers given are still inaccurate or completely unrelated to the questions. Students appear easily distracted, furrow their brows, or sigh when asked questions, and have difficulty processing information. When asked, the students only tried not to misread, didn't understand the story they were reading, and forgot what they were supposed to answer. This result confirms that comprehension scores are low, even tho students have demonstrated good reading fluency skills.

From the research results, there is a gap between reading fluency and reading comprehension in students. Although 97.2% of students have very good reading fluency, reading 57 words per minute, only 38.9% or 14 students were able to achieve a perfect comprehension score by answering 5 questions correctly. This means that approximately 61.1% or 22 students who are fluent readers still show difficulty in understanding a text they read, indicating that reading ability is not directly proportional to text comprehension ability.

**Discussion**

The results of this study provide an overview of the reading ability profile of fifth-grade students, starting with near-perfect mastery of basic aspects. Data shows that students are successful in identifying letter names, syllables, and words, and achieve a very high level of fluency. This finding unequivocally confirms that phonics and decoding interventions in previous grade levels have been successful and have reached the standard of automaticity, as students can identify letter names, syllables, and words. This is a prerequisite that students must achieve in higher grade levels (Veenendaal et al., 2014). This achievement confirms that the Decoding Factor (D) in the Simple View of Reading (SVR) model, where Reading equals the product of decoding and comprehension (R = D x C), has been achieved, in line with theory (Gough & Tunmer, 1986).

This state of automation signals a profound diagnostic turning point. Based on consistent ceiling effects found in the transparent orthography literature (Veenendaal et al., 2014), further interventions no longer need to focus on phonics and decoding because this will no longer provide a significant improvement in (R), which in this case is reading. Conversely, teaching

implementation must shift entirely to address Comprehension (C), which is now the limiting factor (cognitive bottleneck). This shift in focus is crucial because weaknesses in (C) are the primary determinant of greater literacy progress in subsequent grade levels.

However, the mastery of these strong aspects shows a significant contrast compared to the general findings of research using the EGRA instrument and focusing on early grades, such as the studies conducted by Rahma & Dafit, (2021) and Yusnan et al., (2023). In their research, the main constraints still revolve around letter and syllable recognition, as well as basic accuracy. This difference in finding patterns indicates that reading problems in fifth grade have transformed from mechanical constraints to challenges in understanding the meaning of the text. This phenomenon reflects a shift in cognitive focus; instead of students struggling to decode the correct words, they are now grappling with higher-order thinking processes, such as inference, synthesizing information, and using background knowledge to construct meaning from text. This shift implicitly demands that teachers adopt a different diagnostic lens, namely one that centers on the Comprehension Factor (C) as the primary barrier to literacy.

Regarding the Listening Ability Profile, it is a crucial determining factor because it serves as a bridge between the mechanical reading skills students have mastered and their low comprehension. From the research results obtained, only 75% of students achieved a perfect score in the listening aspect, or 25% of students were unable to answer perfectly in this regard, providing direct evidence that students' oral language comprehension skills are still immature. If students have difficulty understanding a story presented orally by the teacher, they will certainly have difficulty constructing meaning from a written text, even if they can read the words fluently and accurately. This ability represents the "Comprehension" (C) component of the Simple View of Reading model. This limitation indicates that students' oral comprehension skills are strongly indicated as a major hindering factor preventing them from constructing meaning from written text. In line with Gredler, (2002), argument, oral comprehension and written text comprehension share basic cognitive mechanisms in processing meaning. Therefore, the difficulties experienced by students when processing spoken information (listening) are very likely to correlate with low reading comprehension scores (R). This finding directly supports the principle of the Simple View of Reading Model that weaknesses in the Comprehension (C) factor will limit reading outcomes (R), even if Decoding (D) has been fully mastered.

The most prominent finding of this study is the significant diagnostic gap between reading fluency and reading comprehension. Although the analysis shows that students have achieved near-perfect decoding automation (Factor D has been met), it also indicates that some students have low or even zero comprehension scores. This phenomenon, fundamentally defined as "fluent decoders, poor comprehenders," explicitly indicates that decoding ability does not automatically guaranty reading comprehension, in accordance with the principles of the Simple View of Reading Model (Gough & Tunmer, 1986). This happens because the reading process has shifted cognitively from a focus on word recognition (a basic process) to complex meaning construction (a higher-level thinking process). As a result of weakness (C), students fail to make inferences, meaning they cannot connect the information they read with their existing knowledge to fully understand the text, even tho they can read sentences correctly.

This gap can be caused by various factors, including vocabulary limitations, which can be a barrier for students. Even if they can read words fluently, they may not understand their meaning, thus hindering their ability to construct the overall meaning of the text (Oktariyani &

Oktariyana, 2020). The lack of effective comprehension strategies can be a barrier for students, as they may not have been taught or internalized essential reading comprehension techniques such as making inferences, identifying main ideas, monitoring their own understanding, or summarizing (Graham & Bellert, 2005). A lack of knowledge about the topic being read can be a significant obstacle for students in understanding the text. Text comprehension is highly dependent on the reader's existing knowledge, so if students lack relevant prior knowledge, they will struggle to understand the text even if they can read the words fluently (Priebe et al., 2012) . Unbalanced teaching focus can be a cause of gaps in reading ability. If reading instruction focuses too much on decoding and fluency without sufficient emphasis on comprehension strategies, students may not develop adequate comprehension skills (Hidayati et al., 2021).

These findings regarding the gap between fluency and comprehension align with the results of reading profile research conducted by Miciak et al., (2022) and Vaughn et al., (2010), who also identified subgroups of readers experiencing comprehension deficits, meaning a lack or weakness in a person's ability to construct meaning from a text (whether spoken or written) that persists despite strong decoding skills. The use of EGRA in fifth grade in this study confirms the relevance of this basic diagnostic instrument for persistent reading problems (Stern et al., 2018). showing that difficulties detected in the early grades persist and transform into comprehension problems in higher grades.Data shows that, although there are no significant differences in basic reading ability based on gender, female students tend to score perfectly on P2 comprehension compared to male students, who still show greater variability. This could be early signs of potential differences in learning strategies or reading habits outside of school that need further exploration in subsequent research.

The clearly identified reading ability profile confirms the need for intervention or reading learning intervention in fifth grade, which can no longer focus solely on decoding or fluency. Conversely, the findings of this study necessitate a stronger shift in emphasis toward the explicit and systematic development of reading comprehension strategies. This is based on the finding that the Decoding Factor (D) has reached automation, but the Comprehension Factor (C) is still weak, which together creates a cognitive bottleneck, referring to specific obstacles in language processing that limit reading outcomes (R). Therefore, intervention must be explicitly (openly and directly teaching comprehension strategies) and systematically (using structured and sustained steps, such as inference training, self-monitoring, and contextual vocabulary development) increased to bridge the gap between word reading ability and meaning construction ability.

To achieve this, teachers need to be equipped with training and resources to teach inference, identify main ideas, summarize, and ask deeper comprehension questions. In addition, special attention should also be given to improving students' listening comprehension skills, as this is an important foundation for overall understanding. Continuous diagnostic assessment is also crucial for identifying students at risk of gaps and providing appropriate individual support or mentoring. The main strengths of this study lie in the accurate identification of the gap between (D) and (C), the verified basic reading foundation, and the structured assessment procedures. Nevertheless, the weaknesses of this study are that data collection was only at one point in time, which did not allow for a comprehensive understanding of students' reading ability development, and that the assessment results may not fully reflect students' abilities comprehensively in the context of daily learning.

## CONCLUSION

Overall, This study successfully identified the reading profiles of fifth-grade students and confirmed the existence of a significant diagnostic gap between reading fluency and comprehension. The findings indicate that students have reached automaticity standards in the Decoding (Factor D) and Fluency (97.2%) aspects, supported by the ceiling effect principle. The high number of Fluent Decoders and Poor Comprehenders, with 61.1% of students scoring low in Comprehension, clearly identifies Comprehension (Factor C) as the main cognitive bottleneck. This weakness (C) manifests as a failure in higher-order thinking processes, particularly Inference and Information Synthesis. These findings validate the Simple View of Reading model at higher grade levels and necessitate a paradigm shift in intervention. Therefore, it is recommended that the focus of instruction should shift entirely from Decoding toward the explicit and systematic development of Comprehension strategies (e.g., Inference and Synthesis training). Additionally, these results have urgent policy implications, requiring training and resources for teachers (Professional Development) to teach High Order Thinking Skills (HOTS) reading comprehension strategies and implement continuous diagnostic assessments to identify at-risk Fluent Decoders and Poor Comprehenders early on. Although this study is strong in identifying FDPC gaps and verifying basic reading foundations using structured assessments, its weakness lies in the single-point-in-time data collection. Therefore, further research is highly recommended to conduct longitudinal studies in order to understand the developmental trajectory of weakness (C) and explore gender disparities.

## REFERENCES

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications

Daeli, G. A., & Dewi, F. I. R. (2024). The Effectiveness of Early Grade Reading Assessment (EGRA) Method on Elementary Students' Reading Fluency. *Indonesian Journal of Social Research (IJSR)*, *6*(1), 68–76. https://doi.org/10.30997/ijsr.v6i1.418

Dubeck, M. M., & Gove, A. (2015). The early grade reading assessment (EGRA): Its theoretical foundation, purpose, and limitations. *International Journal of Educational Development*, *40*, 315–322. https://doi.org/10.1016/j.ijedudev.2014.11.004

Gough, Philip B, & Tunmer, William E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, *7*(1), 6–10. https://doi.org/10.1177/074193258600700104

Graham, L., & Bellert, A. (2005). Reading comprehension difficulties experienced by students with learning disabilities. *Australian Journal of Learning Disabilities*, *10*(2), 71–78. https://doi.org/10.1080/19404150509546791

Gredler, G. (2002). Preventing reading difficulties in young children. *Psychology in The Schools - PSYCHOL SCH*, *39*, 343–344. https://doi.org/10.1002/pits.10011

Grotlüschen, A., Belzer, A., & Yasukawa, K. (2025). Adult literacy education and the sustainable development goals in four case countries: can't get there from here. *International Journal of Lifelong Education*, *00*(00), 1–18. https://doi.org/10.1080/02601370.2024.2439961

Hanifha, S., Erna, M., Noer, A. M., & Talib, C. A. (2023). Socioscientific Issue-Based

Undergraduate Student Worksheets on Scientific Literacy and Environmental Awareness. *Jurnal Pendidikan IPA Indonesia*, *12*(4), 504–513. https://doi.org/10.15294/jpii.v12i4.45817

Hidayati, I. S., Amin, M., & Lestari, Y. B. (2021). A Study on Teacher Strategies in Teaching Speaking and Reading Comprehension Skills: A Case Study at SMAN 8 Mataram. *Proceedings of the 2nd Annual Conference on Education and Social Science (ACCESS 2020)*, *556*(Access 2020), 174–177. https://doi.org/10.2991/assehr.k.210525.068

Indrawati, R. S. (2020). Efforts to Improve Alley Reading Skills Using Image Media in Class 1 Students. *Social Humanities and Educational Studies (SHEs) Conference Series*, *3*(3), 1171. https://doi.org/10.20961/shes.v3i3.46309

Jeni, N. F., Kuntarto, E., & Noviyanti, S. (2022). Analysis of Early Reading Ability in Grade II Elementary School Students. *Indonesian Journal of Primary Education*, *6*(1), 43–49. https://doi.org/10.17509/ijpe.v6i1.46429

Khoirunnisa, S., Fathurohman, I., & Riswari, L. A. (2023). Analisis Kesulitan Membaca Permulaan Siswa Sekolah Dasar Pada Instrumen EGRA (Early Grade Reading Assessment). *Innovative: Journal Of Social Science Research*, *3*(4), 2336–2349.

Koskelainen, T., Kalmi, P., Scornavacca, E., & Vartiainen, T. (2023). Financial literacy in the digital age—A research agenda. *Journal of Consumer Affairs*, *57*(1), 507–528. https://doi.org/10.1111/joca.12510

Miciak, J., Ahmed, Y., Capin, P., & Francis, D. J. (2022). The reading profiles of late elementary English learners with and without risk for dyslexia. *Annals of Dyslexia*, *72*(2), 276–300. https://doi.org/10.1007/s11881-022-00254-4

Moenjak, T., Kongprajya, A., & Monchaitrakul, C. (2020). Fintech, Financial Literacy, and Consumer Saving and Borrowing: the Case of Thailand. In *ADBI Working Paper Series*.

Nody, Toding Bua, A., & AL-Wahid, S. M. (2024). Analisis Kemampuan Membaca Permulaan Siswa Kelas III-A SDN 007 Mamurungan Kota Tarakan. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, *5*(2), 557–561. https://doi.org/10.55943/jipmukjt.v5i2.361

Nurdiyanti, N., Anisa, A., & Ananthakkarasu, V. (2025). Digital Literacy of Senior High School Science Students: A Case Study of Technology Use in Daily Academic Life. *JPPS (Jurnal Penelitian Pendidikan Sains)*, *14*(2), 173–184. https://doi.org/10.26740/jpps.v14n2.p173-184

Oktariyani, & Oktariyana. (2020). The Effectiveness of the Application of the Kumon-Based English Learning Model to Improve Student Reading Ability. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, *12*(1), 16–24. https://doi.org/10.37640/jip.v12i1.274

Ovavia, C. (2021). Learning Reading Skills: Problems and Solutions. *Primary Jurnal Pendidikan Guru Sekolah Dasar*, *10*(3). https://doi.org/10.33578/jpfkip.v10i3.8159

Pramularsih, M. S., & Puspita, R. D. (2025). Penerapan Teori Belajar Kognitif Untuk Mengembangkan Karakter Siswa Sd Berbasis Dimensi Bernalar Kritis Dengan Memanfaatkan Aplikasi Quizizz. *SCIENCE Jurnal Inovasi Pendidikan Matematika Dan IPA*, *5*(1), 304–311. https://doi.org/10.51878/science.v5i1.4584

Priebe, S. J., Keenan, J. M., & Miller, A. C. (2012). How prior knowledge affects word identification and comprehension. *Reading and Writing*, *25*(1), 131–149.

https://doi.org/10.1007/s11145-010-9260-0

Rahma, M., & Dafit, F. (2021). Analisis Kesulitan Membaca Permulaan Siswa Kelas 1 Sekolah Dasar. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, *13*(2), 397–410. https://doi.org/10.37680/qalamuna.v13i2.979

Sofira, A., Rahayu, R., & Trisnowati, E. (2025). Enhancing Science Literacy and Collaboration Skills Through the RADEC Learning Model in Junior High Schools. *Jurnal Pendidikan MIPA*, *26*, 1852–1869. https://doi.org/10.23960/jpmipa.v26i3.pp1852-1869

Stern, J. M. B., Dubeck, M. M., & Dick, A. (2018). Using Early Grade Reading Assessment (EGRA) data for targeted instructional support: Learning profiles and instructional needs in Indonesia. *International Journal of Educational Development*, *61*, 64–71. https://doi.org/https://doi.org/10.1016/j.ijedudev.2017.12.003

Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., Denton, C. D., Barth, A., Romain, M., & Francis, D. J. (2010). Response to Intervention for Middle School Students With Reading Difficulties: Effects of a Primary and Secondary Intervention. *School Psychology Review*, *39(1)*, 3–21.

Veenendaal, N. J., Groen, M. A., & Verhoeven, L. (2014). What oral text reading fluency can reveal about reading comprehension. *Journal of Research in Reading*, *38*(3), 213–225. https://doi.org/10.1111/1467-9817.12024

Wardani, S. F., Yamtinah, S., Mulyani, B., Susilowati, E., Ulfa, M., Masykuri, M., & Shidiq, A. S. (2024). Differentiated Learning: Analysis of Students' Chemical Literacy on Chemical Bonding Material through Culturally Responsive Teaching Approach Integrated with Ethnochemistry. *Jurnal Penelitian Pendidikan IPA*, *10*(4), 1747–1759. https://doi.org/10.29303/jppipa.v10i4.6167

Widiana, I. W., Triyono, S., Sudirtha, I. G., Adijaya, M. A., & Wulandari, I. G. A. A. M. (2023). Bloom's revised taxonomy-oriented learning activity to improve reading interest and creative thinking skills. *Cogent Education*, *10*(2). https://doi.org/10.1080/2331186X.2023.2221482

Yang, J., Wu, Y., & Huang, B. (2023). Digital finance and financial literacy: Evidence from Chinese households. *Journal of Banking and Finance*, *156*(February 2021). https://doi.org/10.1016/j.jbankfin.2023.107005

Yaumi, Madlazim, & Taufikurohmah, T. (2019). Development of Science Learning Material with Socio-Scientific Issues (SSI) on Climate Change Materials to Improve Science Literacy of Junior High School Students. *Jurnal Penelitian Pendidikan IPA*, *4*(2), 56–63. https://doi.org/https://doi.org/10.26740/jppipa.v4n2.p56-63

Yusnan, M., Muslim, & Kamasiah. (2023). Identifikasi Kesulitan Membaca Permulaan Pada Siswa Sekolah Dasar. *JEC (Jurnal Edukasi Cendekia)*, *7*(1), 1–6. https://doi.org/10.35326/jec.v7i1.3159