



Factors and Intervention to Improve Students 3-6 Grades Reading Comprehension : Systematic Literature Review

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ABSTRACT

This study aims to analyze various factors that influence reading comprehension skills in elementary school students in grades 3-6, and to test interventions that can be implemented to improve reading comprehension skills in elementary school students in grades 3-6. This study uses a systematic literature review method. 297 articles were found through searches on Scopus and Semantic Scholar using Publish or Perish software. Subsequently, article screening was carried out according to the research question provisions, resulting in 20 articles which were then analyzed. The results of the article analysis show that there are internal and external factors that affect students' reading comprehension abilities. Internal factors include anxiety, student gender, and student learning motivation. External factors are the student's environment which is closely related to vocabulary acquisition. Several interventions include appropriate strategies and approaches for reading comprehension abilities. The findings of factors and interventions in students' reading comprehension abilities provide a good overview for teachers to improve students' understanding when reading. Further research can be more focused on reviewing the suitability between appropriate interventions and factors that influence students' reading comprehension abilities.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis berbagai faktor yang memengaruhi keterampilan membaca pemahaman pada siswa sekolah dasar kelas 3-6, dan menguji intervensi yang dapat diimplementasikan untuk meningkatkan keterampilan membaca pemahaman pada siswa sekolah dasar kelas 3-6. Penelitian ini menggunakan metode *systematic literature review*. 297 artikel ditemukan melalui pencarian pada *scopus* dan *semantic scholar* dengan aplikasi *publihs or perish*. Selanjutnya, dilakukan penyaringan artikel sesuai dengan ketentuan pertanyaan penelitian sehingga didapatkan 20 artikel yang kemudian dianalisis. Hasil analisis artikel menunjukkan bahwa terdapat faktor internal dan eksternal yang mempengaruhi kemampuan memahami bacaan siswa. Faktor internal seperti kecemasan, jenis kelamin siswa, dan motivasi belajar siswa. Faktor eksternal yaitu lingkungan siswa yang berkaitan erat dengan pemerolehan kosa kata. Beberapa intervensi berupa strategi dan pendekatan yang tepat untuk kemampuan memahami bacaan. Temuan faktor dan intervensi dalam kemampuan memahami bacaan siswa menjadi gambaran yang baik bagi guru untuk meningkatkan pemahaman siswa ketika membaca. Penelitian lanjutan dapat lebih difokuskan untuk meninjau kesesuaian antara intervensi yang tepat dan faktor yang mempengaruhi kemampuan memahami bacaan oleh siswa.

1. Introduction

Reading comprehension is linked to academic achievement. When students can comprehend a text, they can interpret, master, organize, and understand the values within it, which significantly influences their academic development (Barrios et al., 2021). This indicates that students reading comprehension skills are an important need that teachers, in particular, and school, in general, should pay attention to.

In its development, reading skills are taught gradually, starting in first grade but with shorter texts. Subsequently, in second grade, the complexity of the texts begins to increase. The current focus of the literature review is to examine reading comprehension abilities in elementary school students in grades 3-6. Third-grade students, around 9 years old, are already able to understand cause-and-effect relationships in problems and can provide solutions (Oktavia et al., 2021). This age development will undoubtedly continue to increase until students graduate from elementary school. Therefore, it is important for teachers to maximize reading comprehension skills within that age range.

It is important for teachers to analyze the factors that can influence students' reading comprehension. In addition, teachers can identify interventions to improve students' reading comprehension. This will undoubtedly have a significant impact on students' understanding. Students with good comprehension will easily solve problems that arise (Fuch et al., 2020)

Research using a systematic literature review method will provide an overview of solutions that teachers can use as a reference. Through a review of various literature, a broader and more comprehensive understanding of the difficulties and solutions for reading comprehension skills for elementary school students in grades 3-6 can be obtained. Previous research using the same method has been conducted to examine students' reading comprehension abilities, but without grade level limitations and only covered one year, specifically 2023 (Triana et al., 2024). Further research on this topic will offer a broader range of solutions for improving reading comprehension, particularly for elementary school students in grades 3-6. This research aims to (1) analyze the various factors that influence reading comprehension skills in elementary school students in grades 3-6, and (2) examine interventions that can be implemented to improve reading comprehension skills in elementary school students in grades 3-6.

2. Materials and Methods

This research employs a systematic literature review (SLR) method. This method involves five

general processes: (1) defining the research questions and standards; (2) identifying supporting evidence and selecting the focus of the materials to be studied; (3) conducting data extraction and reviewing potential biases; (4) summarizing the data obtained using meta-analysis; and (5) assessing data feasibility and drawing conclusions (Brignardello-Petersen et al., 2024). To define the research questions and standards, the researcher will limit the scope through two questions: (1) What factors influence students' reading comprehension in grades 3-6? (2) What solutions can improve reading comprehension skills for elementary school students in grades 3-6? To identify supporting evidence and select the focus of the materials, the researcher will use the Publish or Perish application to search for relevant articles. Subsequently, meta-analysis will be performed using PRISMA flow diagrams.

3. Hasil dan Pembahasan

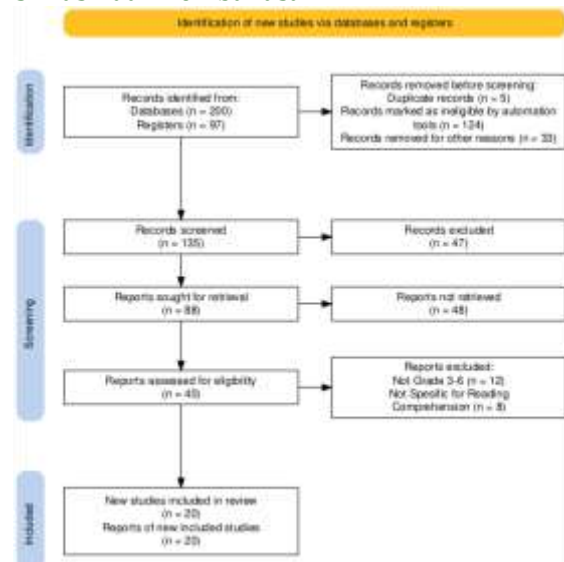


Figure 1. Prisma Chart Flow

The following is a review of 20 articles that have undergone a PRISMA-based screening process presented in the table below.

Table 1. Article finding

No.	Title, Year	Journal Name	Result
1.	Performanc e of public and private school students in auditory processing, receptive vocabulary, and reading	CODAS	A student's social environmen t has a significant influence on learning new vocabulary, leading to

	comprehension (2020)		better language development. Students with five years of instrumental music training demonstrate strong reading comprehension and cognitive abilities. These results were obtained through tests comparing them to students without instrumental music training. The Bayesian network model demonstrates 85.33% accuracy in determining language and communication achievement levels based on students' learning styles, learning speed, tempo, and reading comprehension. The integration of peer tutoring and e-books has a significant impact on		comprehension (2020)		the reading comprehension of students aged 11-12 years. Anxiety negatively impacts students' reading comprehension.
2.	Effectiveness of Musical Training on Reading Comprehension in Elementary School Children. Is There an Associative Cognitive Benefit? (2022)	Frontiers in Education		5.	Enjoyment, anxiety and boredom, and their control-value antecedents as predictors of reading comprehension (2020) A Rhizomatic Approach in Elementary Reading Comprehension Strategies (Ismail et al., 2024)	Learning and Individual Differences	
3.	Bayesian approach to analyze reading comprehension: A case study in elementary school children in Mexico (2021)	Sustainability		6.		KOLEKTIF: Jurnal Pendidikan, Pengajaran, dan Pembelajaran	A rhizomatic approach has proven effective in enhancing reading comprehension. Integration with local literature provides students with opportunities to engage in building personal connections with their culture.
4.	The effects of a peer-tutoring strategy on children's e-book reading	South African Journal of Education		7.	Enhancing Learning Concentration and Reading Comprehension in Fifth Graders: The Impact of Anticipation Guide Strategies in Elementary Education (2024)	Al-Ishlah	The implementation of an anticipation guide strategy impacts students' learning concentration and reading comprehension skills. This is because students are actively involved.

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| 8. | Pengaruh Strategi KWL (Know, Want, Learned) Terhadap Keterampilan Membaca Pemahaman Siswa Kelas V SDN Paccinongan Unggulan Kabupaten Gowa (2024) | Edukasi Elita : Jurnal Inovasi Pendidikan | The KWL strategy has an impact on the reading comprehension skills of fifth-grade elementary school students. This is demonstrated by the average pretest score of 1.218, which subsequently increased to an average posttest score of 1.984. | sion Deficits: A Comparative and Longitudinal Analysis (2022) | | bilingual (English and Spanish) students include difficulties in oral language, word recognition, making inferences, and engagement in reading. Therefore, early intervention is important for students with underdeveloped reading comprehension skills. |
| 9. | Direct and Indirect Effects of Inhibition, Working Memory and Cognitive Flexibility on Reading Comprehension of Narrative and Expository Texts: Same or Different Effects? (2024) | Reading and Writung Quarterly | Working memory has a direct impact on the reading comprehension of expository and narrative texts. Furthermore, other components of executive function have an indirect impact on reading comprehension, primarily inhibition through vocabulary. | Gender differences in reading: Examining text-based interest in relation to text characteristics and reading comprehension (2022) | Learning and Instruction | Male students have a greater interest in texts related to topics associated with men, male protagonists, and more difficult texts, whereas female students' interest is only influenced by the difficulty level of the text. |
| 10. | Emergent Bilinguals With Specific Reading Comprehension | Journal of Learning Disabilities | Some challenges for monolingual (English) and | Investigating the impact of Computer Supported Collaborati | Education and Information Technologies | Students who read in groups with the aid of internet access |

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| | ve Learning (CSCL) to help improve reading comprehension in low performing urban elementary schools (2020) | | demonstrate the ability to comprehend difficult texts without much intervention from the teacher. | | Motivation, and Attitudes Towards Reading (2022) | | students' attitudes toward reading. Specifically, reading comprehension can be seen through a significant difference between the mean scores of the experimental group (X = 18.73) and the control group (X = 14.93), where students in the experimental group showed better performance (t (90) = .000, p < 0.05). |
| 13. | Covid-19 school closures negatively impacted elementary-school students' reading comprehension and reading fluency skills (2023) | International Journal of Educational Development | Reading gaps are one of the consequences of school closures during the Covid-19 pandemic. Distance learning has had a less than optimal effect on improving students' reading comprehension and fluency. It is important for students to develop basic literacy skills that support fluency and reading comprehension at subsequent grade levels. | | | | Intensive intervention can help students read more words and recognize many words efficiently. In this case, the intensive intervention provided is Voyager Passport. |
| 14. | The Effect of Parent-Involved Reading Activities On Primary School Students' Reading Comprehension Skills, Reading | International Electronic Journal of Elementary Education | Reading activities with parents have a positive impact on reading comprehension, reading motivation, and | 15. | Intensive Intervention for Upper Elementary Students With Severe Reading Comprehension Difficulties (2020) | Journal of Research on Educational Effectiveness | Intensive intervention can help students read more words and recognize many words efficiently. In this case, the intensive intervention provided is Voyager Passport. |
| | | | | 16. | Tracing Progress in Children's Executive Functioning and Language Abilities | Education Sciences | The application of ExeFun-Read can improve reading comprehension skills. |

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| | Related to Reading Comprehension via ExeFun-READ Intervention (2024) | | This can be observed from the increased understanding of vocabulary, sentence completion abilities, and term clarification | Taiwan (2020) | teacher-led approaches. The correlation between online activities and improved PIRLS scores supports the notion that students can collaborate within a community that mutually builds understanding of reading material. Qualitative analysis of online discussions reveals that students in the initial phase tend to focus on basic levels of reading comprehension (extracting facts), but they improve their higher-order reading comprehension skills (interpreting and integrating ideas) to continue participating in the discussion. |
| 17. | Word Reading, Reading Comprehension And English Performance Among Elementary Pupils : Basis For Designing Intervention Program (2021) | Ioer International Multidisciplinary Research Journal | Most students have demonstrated independence in word reading and reading comprehension. This was measured by the PHIL-IRI assessment. There is a significant positive correlation between word reading fluency, reading comprehension, and academic performance among 4th-grade students. | | |
| 18. | Advancing third graders' reading comprehension through collaborative Knowledge Building: A comparative study in | Computers and Education | Students engaged in computer-supported collaborative discussions demonstrate higher PIRLS scores compared to students using | | |

19.	Predicting Reading Comprehension: Investigating the Influence of Multiple Variables Through Multiple Regression Analysis (2024)	International Journal of Religion	Four out of ten variables considered in the study had a significant influence on students' reading comprehension. These four variables were reading fluency, nonsense word fluency, phonological awareness, and phonemic awareness.	level of the text. Fourth, there is a correlation between word reading level, reading comprehension, and students' academic performance (Pua, 2021). Fifth, four variables influence reading comprehension: reading fluency, nonsense word fluency, phonological awareness, and phonemic awareness (Bangoy & Tan, 2024). Finally, students' learning motivation influences the improvement of their reading comprehension (Moneba & Lovitos, 2024).
20.	Reading Attitude and Learning Motivation as Predictors of Reading Comprehension (2024)	Asian Journal of Education and Social Studies	This research demonstrates that students' reading attitude has no impact on reading comprehension. Furthermore, students' learning motivation has an impact on improving reading comprehension.	The interconnectedness of various internal factors provides several insights for teachers in preparing activities to comprehend a reading passage. It is important for teachers to select reading material appropriate for students' gender. Furthermore, teachers also need to consider that the reading passage is comprehensible in terms of its vocabulary and does not cause anxiety for students. In addition, activities for comprehending a reading passage should provide learning motivation for students, which will undoubtedly improve their academic performance. The connection between selecting reading materials and relevant reading activities based on students' interests and learning objectives will certainly influence students' success in comprehending a reading passage. The following external factors influence students' reading comprehension. A student's social environment impacts their vocabulary acquisition (Nalom & Schochat, 2020). Therefore, this presents an opportunity for parents to actively engage in their children's reading activities, as this influences reading comprehension, motivation, and attitudes towards reading (Çalışkan & Ulaş, 2022). Consistent with this, students in a reading group demonstrate improved reading comprehension. Students in groups, with the aid of internet access, can read difficult texts with less teacher intervention (Vega et al., 2020). Effective communication within the group is supported by language development, child development, and computational thinking (Muzaki et al., 2025). In line with this, collaborative learning models like this can increase the level of reading comprehension because students are continuously engaged in discussion (Hong et al., 2020). External factors that can influence students' reading comprehension include the integration of peer tutoring and e-books (Tsuei et al., 2020). Regarding the use of e-books, teachers need further guidance to effectively select e-books appropriate for developing students' literacy competencies (Kusumaningrum et al., 2024). The use of learning media should naturally consider the educational needs of the 21st century, which tend to emphasize digital-based media (Dewi et al., 2025). Teachers are challenged to develop creative learning materials that are relevant to the

Several internal factors impact reading comprehension, including: First, anxiety, which has a negative impact on students' reading comprehension (Zaccoletti et al., 2020). Second, students' working memory influences reading comprehension (Escobar & Espinoza, 2024). Third, reading comprehension varies according to students' gender (Lepper et al., 2022). Male students show greater interest in texts with topics related to males, male protagonists, and more challenging texts. Reading comprehension in female students is only influenced by the difficulty

students' local environment, making it easier and faster for them to understand de(Santoso, 2016). It is undeniable that distance learning has impacted the suboptimal improvement of reading comprehension. A preventative measure that can be taken is the importance of developing basic literacy skills for students (Starling-Alves et al., 2023). Challenges in reading comprehension can also arise for monolingual and bilingual students. These include oral language, word recognition, making inferences, and engagement in reading (Barber et al., 2022).

Highlighting the internal and external factors that influence students' reading comprehension necessitates comprehensive solutions. Here are several interventions that have been implemented to improve reading comprehension. First, an accurate Bayesian network model helps determine the level of language and communication achievement according to learning styles, learning speed, and student understanding (Barrios et al., 2021). Second, the rhizomatic approach actively provides students with the opportunity to construct meaning through interaction with content and peers (Ismail et al., 2024). Third, the anticipation guide strategy impacts student concentration and reading comprehension skills (Safitri & Lidyasari, 2024). Fourth, the Know Want Learn (KWL) strategy also influences students' reading comprehension, as evidenced by improved student learning outcomes (Nurfadilah Nurfadilah et al., 2024). Fifth, it is important for teachers to consider intensive interventions such as Voyager Passport, which can help students read more and recognize many words efficiently (Wanzek et al., 2020). Sixth, the Exe-Fun Read program, which focuses on stimulating executive functions through the curriculum, can improve reading comprehension (Kovalčíková et al., 2024). This improvement can be seen in the increased understanding of vocabulary, sentence completion, and clarification of terms.

The connection between each strategy has a clear flow. Students who are actively engaged and possess learning concentration can demonstrate proficiency in reading comprehension. Furthermore, to understand a reading passage, it is important for teachers to provide opportunities to recognize various words and stimulate executive functions, which also impact vocabulary comprehension. Success in understanding a reading passage has a clear correlation that is reflected in improved student learning outcomes. Therefore, a teacher needs to understand the classroom context and analyze student needs in order to determine the appropriate approaches and strategies to enhance students' reading comprehension.

4. Conclusion and Suggestions

This systematic literature review aims to (1) analyze factors influencing students' reading comprehension and (2) identify intervention solutions that can be implemented to improve students' reading comprehension. A search through Scopus and Semantic Scholar yielded 297 articles related to the topic of reading comprehension. However, after screening, 20 articles were found to be relevant to the research questions. These 20 articles covered reading comprehension for grades 3 through 6 of elementary school. The article review successfully answered the research objectives. First, there are two factors that influence students' reading comprehension: internal and external factors. Second, five types of interventions can improve students' reading comprehension. The results of this article review only provide a general overview of the various factors and intervention solutions. Therefore, further research on reading comprehension skills should focus on the relationship between each factor (internal and external) and the interventions provided.

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