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Improving Reading Literacy Through The Teaching At The Right Level Approach For Second Grade Students At SDN Inpres Pandai

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ABSTRACT

This study aims to improve the early reading literacy skills of second-grade students at SDN Inpres Pandai through the Teaching at the Right Level (TaRL) approach. The background of the research is the low reading ability among lower-grade primary students, indicating the need for instructional strategies aligned with students' actual learning levels. This Classroom Action Research (CAR) was conducted in two cycles involving 20 students. Research instruments included an initial diagnostic assessment, reading tests, and observation sheets. Data were analyzed quantitatively by calculating average scores and percentage of achievement in each cycle. The findings showed consistent improvement in students' reading performance. In the initial assessment, the average score was 52.05%, with most students struggling to recognize letters or read simple syllables. After the first cycle of TaRL implementation, the score increased to 66.26%, and in the second cycle, it significantly rose to 88.74%. In addition to academic gains, students showed increased confidence, participation, and interest in reading. The results suggest that the TaRL approach is effective in improving foundational reading skills. By adapting instruction to each student's learning level, the method supports gradual and equitable learning progress, making it a promising strategy for early literacy development.

1. Introduction

Reading is not merely a skill, but also a bridge to a broader world (Harianto, 2020; Rahmayanti et al., 2023). At the elementary school level, particularly in the lower grades, reading literacy serves as a crucial foundation for shaping students' learning character and long-term academic success. However, in reality, many second-grade students are still unable to read properly; even the ability to fluently connect words remains a struggle. This condition poses a serious challenge for the world of education, especially for early grade teachers (Bu'ulolo, 2021; Halawa & Lase, 2022). The results of the 2022 National Assessment reported by the Ministry of

Education, Culture, Research, and Technology revealed that more than 50% of students had not yet demonstrated optimal basic reading comprehension skills. This indicates that uniform, class-based curriculum approaches may not adequately address the individual needs of learners (Handayani et al., 2023).

The Teaching at the Right Level (TaRL) approach emerges as a relevant and adaptive alternative solution. According to Suharyani et al. (2023), TaRL is a learning approach that emphasizes aligning instruction with students' actual ability levels. In practice, this means that teachers group students based on their proficiency levels rather than their grade levels. In doing so, each student receives instruction tailored to their own level, allowing for a more effective, enjoyable (Suharyani et al., 2023), and meaningful learning process. Fitriani (2022) and Sholikhah et al. (2023) emphasize that TaRL has successfully improved foundational literacy skills in various developing countries. They found that when students are taught according to their levels, their motivation increases, their self-confidence grows, and their learning outcomes improve.

Furthermore, Audah et al. (2023) and Avianti et al. (2023) state that the systematic implementation of TaRL can reduce the learning gaps that have long been a chronic issue in basic education. This approach not only transforms how teachers teach but also shifts the paradigm that all children learn at the same pace. In heterogeneous classrooms such as the second grade at SDN Inpres Pandai, it is crucial for teachers to recognize that each student is unique, with different learning speeds and styles. Through the TaRL approach, teachers are encouraged to become facilitators who are sensitive to students' learning needs and capable of creating more personalized and meaningful learning experiences (Rahmayanti et al., 2023).

This study aims to describe and analyze the extent to which the Teaching at the Right Level approach can improve the reading literacy skills of second-grade students at SDN Inpres Pandai. This study is expected to provide a tangible contribution to the development of student-centered learning strategies and to serve as a practical reference for elementary school teachers in improving the quality of literacy instruction that is equitable and enjoyable. In the learning process, reading literacy is not merely a curricular target, but a fundamental asset that enables children to learn independently throughout their lives (Bungsu & Dafit, 2021; Navida et al., 2023). When a child is unable to read well in the early grades, it creates obstacles in understanding material in subsequent classes. This poses a risk of learning loss with long-term consequences, even extending to secondary education.

According to Ahyar et al. (2022) and Nisya & Mahsun (2023), basic literacy skills are one of the main indicators of quality and equitable education. They emphasize that every child has the right to receive instruction tailored to their needs, including those who are still struggling with reading. Therefore, flexible, adaptive, and assessment-based approaches are urgently needed in early grade classrooms. One of the strengths of the Teaching at the Right Level (TaRL) approach is its ability to promote learning that focuses on students' actual achievement rather than merely completing the curriculum material (Suharyani et al., 2023; Syarifudin &

Nurrahmah, 2023). In this approach, teachers play a strategic role as observers, classroom managers, and designers of creative learning activities. An initial assessment is conducted to determine each student's reading level, and instruction is then designed based on these groupings. Students who are still learning to read receive support through phonics activities, letter recognition, syllables, and simple words, while students who can already read are guided to focus on reading comprehension.

The success of this approach lies not only in its methods but also in the shift in how teachers perceive their students. Teachers are encouraged to move beyond a class-based perspective and instead see students as individuals who are growing and learning at their own pace. This aligns with the principles of the Merdeka Belajar (Freedom to Learn) policy promoted in the current national curriculum (Khaerawati et al., 2023; Syarifudin & Nurrahmah, 2023). In the context of SDN Inpres Pandai, reading literacy challenges among second-grade students are a significant concern. Some students have not yet reached the expected level of reading comprehension, and some still struggle with basic word recognition. This forms the primary basis for conducting this study, which aims to determine the effectiveness of the TaRL approach in improving the reading abilities of second-grade students. Through the implementation of this approach, it is expected that there will be significant improvements in students' literacy skills, including reading speed, word recognition, and reading comprehension (Erlinkha et al., 2023; Muammar & Megawati, 2023).

Based on the results obtained, this study is expected to contribute positively to the development of more targeted literacy learning strategies and serve as a reference for other schools facing similar challenges in improving the reading abilities of early grade students. In its implementation, the Teaching at the Right Level (TaRL) approach is not only about grouping students but also about creating a fun, interactive, and empathetic learning environment ('Adawiyyah et al., 2024; Pratama et al., 2024). Teachers are required to be creative in selecting methods and media that suit the characteristics of each group. For instance, for beginner groups, instruction can be conducted through word games, phonics songs, or shared reading activities. Meanwhile, for more advanced groups, students can be given the challenge of reading short stories and answering comprehension questions.

This approach also places students at the center of the learning process (student-centered learning). As a result, students feel valued, not left behind, and motivated to continue learning (Sabrina et al., 2023; Yuli et al., 2023). The intrinsic motivation that grows within students encourages them to be more active, confident, and unafraid of making mistakes. This change in attitude is a key factor in the long-term success of literacy development. In the context of SDN Inpres Pandai, this approach is highly relevant due to the heterogeneous conditions of students in grade II. Some students are already fluent readers, while others still struggle with decoding syllables and recognizing letters. If instruction is delivered uniformly without adjusting to students' needs, those who are behind will increasingly lose motivation and find it difficult to progress. According to Cholil As'ad et al. (2023) and Inayati & Waluyo (2023), TaRL provides an answer to ensure that no student is left behind

in the learning process. Moreover, this approach can inspire teachers to become more reflective and adaptive. Teachers are encouraged to conduct regular formative assessments, monitor the progress of each student, and adjust their instructional strategies accordingly. This aligns strongly with the spirit of the Merdeka Curriculum, which promotes differentiated learning and a focus on students' individual potential and needs (Alfiana et al., 2023; RIMANG et al., 2024).

Through this study, the author hopes to provide a concrete illustration of how the Teaching at the Right Level approach can be implemented in lower elementary classrooms, particularly in grade II, and how this approach impacts the improvement of students' reading literacy skills. This research is also expected to contribute to the development of a more inclusive, equitable, and learner-oriented teaching practice.

2. Methodology

This research is a Classroom Action Research (CAR) employing a descriptive qualitative approach, aimed at improving the reading literacy skills of second-grade students at SDN Inpres Pandai through the implementation of the Teaching at the Right Level (TaRL) approach. All students in the class—20 in total, consisting of 13 boys and 7 girls—were selected as research subjects using a total sampling technique to ensure that each student's development was comprehensively observed. The TaRL approach served as the independent variable, applied by tailoring instruction according to the students' actual reading proficiency levels. The dependent variable was students' reading literacy skills, which included letter recognition, syllables, words, simple sentences, and comprehension of short texts.

Data were collected through student and teacher activity observation sheets, reading skill tests (pre-test and post-test), interview guides, and documentation, all of which were validated by experts in elementary education and tested in a limited trial. The research was conducted in two cycles, following the Kemmis and McTaggart model, which includes the stages of planning, action, observation, and reflection. Data analysis was carried out qualitatively through data reduction, presentation, and conclusion drawing, and quantitatively using descriptive statistics by calculating the percentage of improvement in test results. The intervention was considered successful if at least 75% of the students (15 out of 20) showed improvement in their reading literacy skills in accordance with the defined basic literacy levels.

Classroom Action Research (CAR) consists of two stages, namely Cycle I and Cycle II. Each cycle has four sequential and interrelated phases: planning, acting, observing, and reflecting. The planning phase is carried out to design the actions to be implemented based on the problems identified in the classroom. This is followed by the acting phase, where the planned actions are applied in the learning process. The observing phase involves monitoring the process and the impact of the actions taken. The results of the observation are then analyzed in the reflecting phase to evaluate the effectiveness of the actions and determine necessary improvements. If the results in Cycle I are not yet optimal, the process continues to Cycle II,

following the same phases to improve the previous actions. This process is cyclical and aims to improve the quality of learning gradually and continuously. The descriptive results are presented in Figure 1 below:

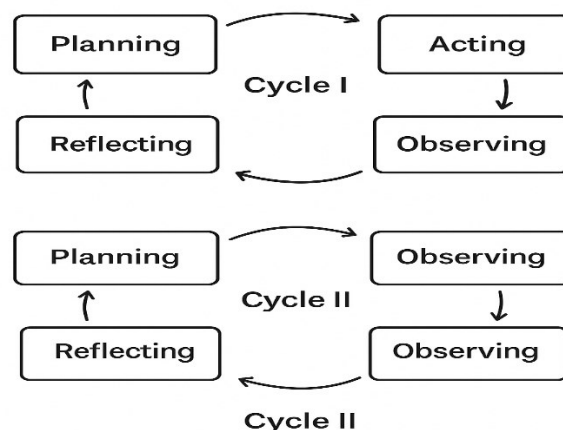


Figure 1. Planning of Cycle I and II

Each cycle lasted for two weeks, with instructional actions carried out twice per week. If the results obtained in the first cycle did not meet the success indicators, the research continued to the second cycle, incorporating improvements based on the reflections from the previous cycle.

3. Results and Conclusion

Research Result

a. Initial Assessment Results (Pre-test)

At the initial stage, an assessment was conducted to determine the early reading literacy skills of second-grade students at SDN Inpres Pandai before implementing the Teaching at the Right Level (TaRL) approach. The results showed that the majority of students still struggled with letter recognition and reading simple syllables. Out of 20 students, 40% were not yet fluent in recognizing letters, and only 15% were able to read short sentences. The average pre-test score was 52.05, indicating that the literacy level was still low. The complete results of this statistical test are presented in Table 1 below:

Table 1. Initial Assessment Results (Pre-test) of Early Reading Literacy

Data Pretest	
Highest Score	70
Lowest Score	40
Score Range	30
Mean Score	52,05
Median	50
Variance	107,27
Standard Deviation	10,36

b. Results of Cycle I Implementation

After the initial stage, learning using the TaRL approach was carried out in the first cycle. Students were grouped based on their reading ability levels to receive appropriate material. In this cycle, there was an improvement in the ability to read letters, syllables, and simple words. The average post-test score for cycle I increased to 66.26. As many as 55% of the students showed progress in recognizing letters and syllables, and 20% had begun to read short sentences. The complete results of this statistical test are presented in Table 2 below:

Table 2. Results After Cycle I

Data Posttest Siklus I	
Highest Score	86
Lowest Score	50
Score Range	36
Mean Score	66,26
Median	65
Variance	122,76
Standard Deviation	11,08

c. Results of Cycle II Implementation

In the second cycle, the learning material was reinforced, especially focusing on reading sentences and understanding the content of the texts. The results were very positive, with an average post-test score reaching 88.74. As many as 44% of the students were able to read letters, syllables, and simple words fluently, and 55% of the students could read and comprehend short sentences well. Besides the improvement in scores, student participation and self-confidence also increased significantly. The complete results of this statistical test are presented in Table 3 below:

Table 3. Results After Cycle II

Data Posttest Siklus II	
Highest Score	100
Lowest Score	75
Score Range	25
Mean Score	88,74
Median	90
Variance	85,76
Standard Deviation	9,26

Based on the results of the research conducted, it can be concluded that the Teaching at the Right Level (TaRL) approach is effective in improving the early reading literacy skills of second-grade students at SDN Inpres Pandai. At the initial assessment stage, the majority of students were still at a basic level of reading ability, being unable to recognize letters and read syllables well. After the implementation of TaRL in cycle I and cycle II, there was a significant improvement in students' reading skills. The average student score increased from

2.1 (52.05%) in the pre-test to 2.65 (66.26%) in cycle I, and reached 3.55 (88.74%) in cycle II. In addition to score improvements, students also showed development in self-confidence, active participation in learning, and interest in reading. The application of learning tailored to students' ability levels proved to accelerate mastery of reading letters, syllables, simple words, and short sentences with comprehension of the reading content. Thus, the TaRL approach can be an effective strategy to improve early reading literacy at the elementary school level, especially in the lower grades. The descriptive results are presented in Figure 2 below:

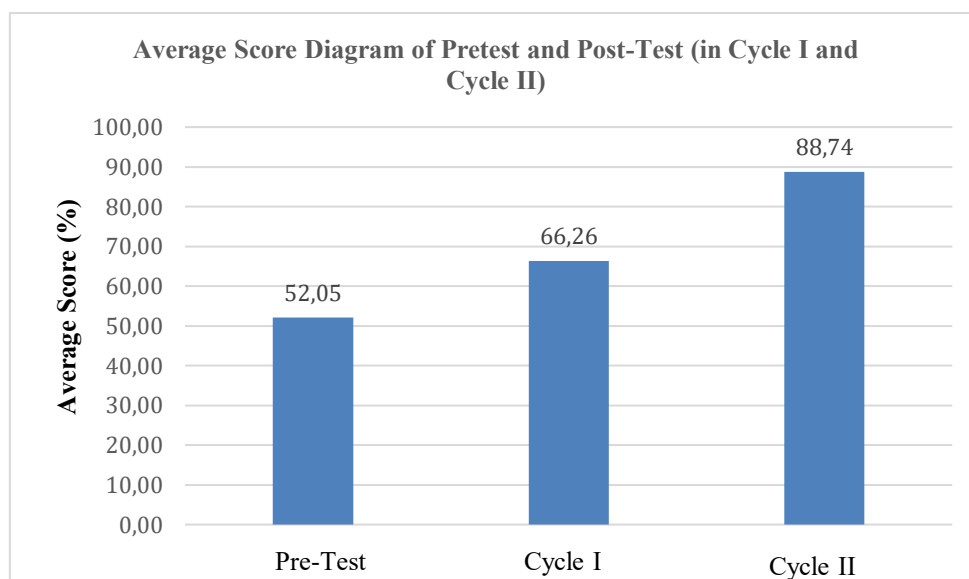


Figure 2. Average Score Diagram of Pre-Test Results (Cycle I and II)

The bar chart above illustrates the progression of the average early reading literacy skills of second-grade students at SDN Inpres Pandai during the implementation of classroom action research using the Teaching at the Right Level (TaRL) approach. In the pre-test stage, the students' average ability was 52.05%, indicating that most students still struggled with letter recognition and reading simple syllables.

After the intervention using the TaRL approach in Cycle I, the average score increased to 66.26%. This improvement indicates that the learning approach tailored to students' reading ability levels began to have a positive impact, particularly in recognizing letters and reading simple words.

The most significant improvement occurred in Cycle II, where the average score reached 88.74%. This reflects the success of the learning program that focused on strengthening sentence reading and reading comprehension. In addition to the improvement in scores, students also showed progress in active participation during learning and increased self-confidence.

Overall, the chart shows that the Teaching at the Right Level approach is highly effective in gradually and systematically improving students' early reading literacy. This strategy successfully addresses the gap in reading ability levels among students

and accelerates the achievement of functional reading skills needed in the lower grades of primary school.

Discussion

Interpretation of results

The implementation of the Teaching at the Right Level (TaRL) approach significantly improved the early reading literacy skills of second-grade students at SDN Inpres Pandai. This approach is effective because it aligns the learning materials with each student's ability level, ensuring that no student feels the content is too difficult or too easy. The increase in scores from an average of 52.5 on the pre-test to 88.75 on the final post-test indicates that differentiated instruction can successfully stimulate gradual progress in reading skills.

Alignment with Theory and Previous Research

These results are in line with the opinion of Banerji & Shukla (2021), who stated that TaRL can improve students' basic literacy through ability-based grouping. This approach provides space for students who are not yet proficient to learn in a way that suits them without pressure, thereby increasing learning motivation. In addition, research by Kurniawan and Santoso (2022) also revealed that literacy instruction tailored to students' ability levels can reduce learning gaps and improve their reading outcomes

Supporting and inhibiting factors according to (Astutik et al., 2021; Suriyati et al., 2023) are :

1. The supporting factors for the success of this study included :
The success of this study was supported by several key interrelated factors. First, the effective collaboration between the researcher and the classroom teacher played a major role in designing and implementing learning activities that met the students' needs. This collaboration allowed for the exchange of ideas, joint evaluations, and flexible adjustments to instructional strategies in the field. Second, the use of varied and engaging teaching methods, such as word games and small group discussions, proved effective in increasing student engagement and enthusiasm during the learning process. This approach not only helped students understand the material in an enjoyable way but also encouraged active interaction among them. Third, success was also influenced by the selection of instructional media appropriate for early readers, such as letter cards and illustrated pictures. These media helped students visually recognize letters, syllables, and words, thereby strengthening their foundational understanding of reading literacy. Altogether, these three factors served as key supports in enhancing the effectiveness of the Teaching at the Right Level approach in this study.
 2. Meanwhile, the inhibiting factors identified were :
-

Although this study showed positive results, there were several inhibiting factors that need to be considered. One of the main challenges was the limited instructional time, which reduced opportunities for reinforcement exercises. This limitation affected students' ability to review and deepen their understanding of the material. In addition, the wide variation in reading abilities among students also posed a significant challenge. Some students required more intensive attention and support in order to fully engage with the learning process. Another factor that hindered learning was the classroom environment, which was occasionally less conducive, such as noisy conditions that disrupted some students' concentration and focus. These three factors are important considerations in the implementation of learning activities and need to be addressed in the following cycles to ensure a more effective and equitable learning process.

Practical Implications

This study illustrates that the TaRL approach can serve as a practical solution for early grade teachers to improve early reading literacy. Teachers are encouraged to conduct regular diagnostic assessments to group students based on their abilities and adjust learning strategies accordingly. Furthermore, this approach can be implemented in other schools with similar conditions and student characteristics, especially in primary schools facing challenges with low early reading skills.

Limitations of the Study

This study was limited to a single class with 20 students; therefore, the results cannot yet be generalized to a broader population. The research duration was also limited to two cycles of action, which does not allow for the measurement of long-term effects.

Suggestions for Future Research

Future studies are recommended to expand the sample by involving more classes or schools, as well as to conduct longitudinal research to measure the sustainability of literacy improvement. In addition, the development of digital learning media to support the TaRL approach could also be a focus for upcoming research.

4. Conclusion

Based on the results of the study, it can be concluded that the Teaching at the Right Level (TaRL) approach is effective in improving early reading literacy skills among second-grade primary school students. This approach allows for a learning process that is tailored to each student's individual ability level, enabling them to learn at their own pace and according to their specific needs. Through two cycles of intervention, there was a significant improvement in students' reading abilities, starting from letter recognition, reading syllables and simple words, to the ability to read and understand short sentences. In addition to improvements in reading

skills, this approach also had a positive impact on students' non-academic aspects, such as increased self-confidence, active engagement in learning, and interest in reading activities. Therefore, the TaRL approach is highly relevant for use in lower primary school grades, especially in learning environments with students of varying literacy levels. This strategy has proven to promote gradual, systematic, and equitable learning progress.

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