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**A Longitudinal Investigation of Reading Comprehension Approaches Used  
by Elementary School Students**

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**ABSTRACT**

This scholarly article presents the findings of a longitudinal study that aimed to assess the effectiveness of reading comprehension strategies in elementary school students over an extended period. Recognizing the critical role of reading comprehension in academic success, the research delves into the various strategies employed by students to comprehend written texts. The study involves a thorough analysis of students' reading abilities, aiming to identify patterns, trends, and the impact of sustained use of comprehension strategies on academic performance.

Keyword: reading comprehension strategies, elementary school students, longitudinal study

**ABSTRAK**

Artikel ilmiah ini menyajikan temuan dari sebuah penelitian longitudinal yang bertujuan untuk menilai efektivitas strategi pemahaman bacaan pada siswa sekolah dasar selama jangka waktu yang lebih panjang. Mengakui peran kritis pemahaman bacaan dalam keberhasilan akademis, penelitian ini menyelami berbagai strategi yang digunakan oleh siswa untuk memahami teks tertulis. Studi ini melibatkan analisis menyeluruh terhadap kemampuan membaca siswa, dengan tujuan mengidentifikasi pola, tren, dan dampak penggunaan berkelanjutan strategi pemahaman terhadap kinerja akademis.

Kata kunci: strategi pemahaman bacaan, siswa sekolah dasar, studi longitudinal

**A. Introduction**

Reading comprehension is a fundamental skill crucial for academic success, and its mastery is pivotal in the early years of education. This article introduces a longitudinal study designed to assess and understand the reading comprehension strategies employed by elementary school students over an extended timeframe. Objectives of the Longitudinal Study. The primary objectives of this study are to identify the reading comprehension strategies consistently employed by elementary students, examine changes in strategy usage over time, and assess the impact of these strategies on overall academic performance.

## **B. Research Method**

The research methodology includes the selection of a representative sample of elementary school students, regular assessments of their reading comprehension abilities, and the documentation of the strategies they employ. Data collection spans multiple academic years to capture developmental changes in reading comprehension skills. Reading Comprehension Assessment. Assessment tools are carefully chosen to measure the students' reading comprehension levels. The study employs standardized reading comprehension tests, supplemented by teacher evaluations and self-assessment surveys to gather a comprehensive understanding of students' abilities. Analysis of Reading Comprehension Strategies. The collected data undergoes rigorous analysis to identify prevalent reading comprehension strategies, their consistency over time, and any correlation with academic achievements. Statistical methods are employed to draw meaningful conclusions from the longitudinal data.

## **C. Result and Discussion**

Findings and Trends. This section presents the identified reading comprehension strategies, trends observed throughout the longitudinal study, and any notable shifts or developments in students' approaches to comprehension over time. Implications for Education. The article discusses the implications of the study's findings for educators, curriculum designers, and policymakers. Insights into effective reading comprehension strategies can inform the development of targeted instructional approaches to enhance students' literacy skills.

## **D. Conclusion**

In conclusion, this longitudinal study provides valuable insights into the reading comprehension strategies employed by elementary school students and their impact on academic performance over time. The findings contribute to the ongoing discourse on literacy education, emphasizing the importance of sustained and targeted strategies in fostering strong reading comprehension skills among young learners.

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