

## ANALYSIS OF DIFFICULTY'S FACTORS OF EARLY READING IN THE LOW GRADE

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**Abstract:** Early reading is one of the stages of reading that students must go through in elementary school. Students learn to read and capture the contents of the reading well. But in fact, students still have difficulty in the process of early reading. This research was conducted to discover the various factors of early reading difficulties in the second grade of elementary school. This research was carried out qualitative descriptive with a case study research design. The research subjects were 24 students of the second grade of elementary school. The research instruments are interviews and observations. The results of the study showed that the factor of students' early reading difficulties was that students did not read fluently, failed to understand the meaning of the word, student learning environment and guidance from their parents and classroom teachers.

**Keywords:** Early reading, Difficulty's factors of early reading, low grade

## **1. Introduction**

One of the language skills that must be possessed by each student is the ability to read. Reading is a basic ability that must be mastered by students. By reading, students can search and obtain information from a reading text. The success of students in participating in learning activities in schools is determined by their mastery of abilities (Washburn et al. 2011).

Reading ability involves visual activities, thinking activities and linguistic activities. Visual activity means the process of translating written language into spoken language. The activity of thinking in reading is the process of understanding reading that has been read by students. While linguistic activity in reading means students try to interpret phonological, morphological, semantic and syntactic readings so that the messages can be communicated by students. Reading is also one of the receptive abilities, meaning that by reading students can get information, new knowledge and experiences. The results of the reading process will enable students to be able to improve their thinking, sharpen their perspective, and broaden their horizons.

Reading is one of the abilities that must be mastered by elementary school because it is directly related to the entire student learning process (Rahim, 2008). Students are categorized as ready to read if they are able to understand the meaning of the word even though the student has not been able to sound the letter of the name of the object.

Reading teaching in schools is distinguished based on class level and type of reading skills. For class I and II students with the type of technical reading skills (reading aloud) termed the teaching of early reading. For grade III, IV, V and VI students with the type of reading comprehension skills (reading content without sound), termed further reading teaching. In early reading, students do not have real reading ability but are still in the learning stage to gain reading ability (Abidin, 2010). The ability early reading is more directed to the ability to read basic levels, namely the ability of literacy and literacy discourse. At the literacy stage, students can change and recite written symbols into meaningful sounds. Whereas in the literacy stage of discourse, namely the ability to change written symbols into meaningful sounds with an understanding of the symbols. Early reading in primary schools includes (a) letter form recognition; (b) linguistic element recognition; (c) introduction of spelling and sound relationships (voicing writing); and (d) launch reading in a slow level (Tarigan, 2008). In learning to read comprehension students also experience errors in the process of decoding, phonemic errors, errors in recognizing letters, words, and sentences that are all visible in the sound being spoken.

Based on previous research that analyzes students' difficulties in early reading in first grade, the researchers will carry out research on the difficulties of early reading with different subjects, namely second grade students. In addition, the analysis of the initial reading difficulties in the second grade was carried out considering that no one had researched this yet. Therefore, this study aims to determine the factors of early reading difficulties in second grade.

## **2. Literature Review**

### **a. The explanation of Early Reading**

Tarigan (2013) said that "reading is the process carried out and used by the reader to use the message, which the writer wants to convey through words / written language". Reading is also an activity that uses language encoded in printed form (Resmini and Juanda, 2007). So reading is a process carried out to get messages from the writings made by the author.

Early reading is the process of reading that is done in class I and class II which emphasizes basic reading skills, which translates written forms into verbal forms. Early reading emphasizes the ability of students to recognize, pronounce letters, syllables, and words correctly and convert them into meaningful sounds. (Rahman B and Haryanto, 2014). The main purpose of early reading is for the child to recognize writing as a symbol or symbol of language so that children can voice the writing they are reading. (Dewi Sri, 2015)

### **b. Difficulty's Factors of Early Reading**

Reading difficulties are a condition when students are unable to identify words so students have a slow reading speed and have low reading comprehension (Snowling, 2013).

So, the difficulty's of early reading is a situation where students are not able to recognize, pronounce letters, syllables and words and convert them into meaningful sounds.

There are seven factors of early reading difficulties, the seven factors are 1) classroom environment, 2) fluency of oral language, 3) fluency in written language, 4) understanding and retention of text content, 5) understanding of the writing code system, 6) physical factors, and 7) a sense of self-esteem and self-confidence (Zubaidah, 2013).

1) Class environment

The classroom environment is a place that provides a number of components both physical, interactional and social. The physical environment in the form of teaching materials that can be seen, touched and felt. The interactional environment is the creation of a classroom learning environment. The social environment is the motivation of the teacher in order to provide self-esteem and self-concept to students.

2) Fluency of oral language

The fluency of oral language is the ability to demonstrate the use of language that is meaningful for the purposes of communicating effectively.

3) The fluency of writing language

The fluency of written language is related to students' ability to express ideas in writing. The fluency of written language is also related to students' reading ability, so this difficulty analysis needs to be examined also from the written language skills.

4) Understanding and retention of text content

In understanding a reading, students need to read and understand well a prepared discourse. There are three main components in understanding reading, namely decoding, obtaining lexical meaning and organizing text in the form of meaning acquisition.

5) Understanding the writing code system

Students' reading ability is related to students' awareness and understanding of text encoding. Understanding the code system of this article relates to including awareness, understanding, and concepts about writing, vocabulary development through reading, word writing patterns, word identification, word meaning in context, and spelling system.

6) Physical factor

Physical factors that influence students' reading ability are vision, hearing, allergies, nutrient and nutrition, and neurology.

7) Self-esteem and self-confidence

### **3. Material & Methodology**

#### **a. Data**

The form of this research is descriptive qualitative. Qualitative methods are research procedures that produce descriptive data in the form of written or verbal words from people and observed behavior. Data collected in the form of words, sentences, or images that have more than just numbers or frequencies. Research emphasizes notes that describe the actual situation to support the presentation of data. The type of research used in this study is a case study whose data will gain an in-depth understanding of a case (Creswell, 2015).

Researchers in qualitative research engage in continuous experience with the participants (Creswell, 2016). So the researchers play a full role in identifying data, processing data and presenting data in accordance with the interpretation of the author based on his research.

This research was carried out in one of the elementary schools located in Dago, Bandung. The implementation of this research took place in the first semester of 2018/2019 school year in class II.

The data taken in this study are words and actions as the main source of research data. While the documentation in the form of video during learning is an additional data source to strengthen the main data source.

Data collection techniques used in this study were purposive sampling where sampling of events in the classroom learning activities, interviews with informants, namely class II Indonesian teachers and students who had difficulty reading early on learning Indonesian.

## b. Method

The data analysis model used in this study is a six-step qualitative analysis model proposed by Creswell (2016). The six steps are (1) processing and preparing data to be analyzed, (2) reading the entire data, (3) starting coding all data, (4) applying the coding process to describe the settings, people, categories and themes to be analyzed, (5) describe the data presented in the form of narratives, and (6) make interpretations or interpret data by comparing with general literature.

Data validity is an activity to assess the accuracy of a finding described by researchers based on data that has been collected (Creswell, 2015). To test the validity of research data, researchers used triangulation. Triangulation is the process of strengthening evidence from different individuals, different data types, or different methods of data collection. (Creswell, 2015). This is done to ensure that research is accurate because the information is based on many sources of information, many individuals and many processes.

## 4. Results and Discussion

### a. Result

The researcher made observations when thematic learning was carried out, especially during the early reading process in classes where students had difficulty reading. After observation, out of 24 students there were only 4 people who had difficulty's of early reading. The following are observations of four students who have difficulty reading.

*Field notes 1.* A student is able to distinguish letters and pronounce letters clearly. Students cannot read words into one sentence. The sound when reading one whole sentence becomes slower. Student A also cannot read double consonants. Students can only read sentences with open syllables.

*Field notes 2.* Student B is fluent in reading words and phrases. However, when reading the sentence, it still falters and forgets the words that have been read before. When finished reading the sentence, student B frowns like he doesn't understand the meaning of the word and the sentence he has read.

*Field notes 3.* Student C is quite fluent in reading sentences but looks rushed in reading the sentence. Student C reads without regard to the punctuation marks found in the reading. The concentration of students is also often distracted if there are friends who are rowdy.

*Field notes 4.* Student D already knows and distinguishes letters, but is only able to read two syllables. Difficulties experienced by student D have not been able to read words consisting of three syllables. In addition, students also cannot read multiple consonants, so reading them is still spelling.

In addition to field notes, researchers also conducted interviews with class II teachers. The following are the results of interviews with class teachers regarding the reading difficulties experienced by students.

Q: "What do you think about reading difficulties experienced by students?"

A: "Difficulty in reading in class II is natural but ideally class II has been fluently reading at least two syllables."

Q: "Do all students in your class experience difficulties in reading?"

A: "Not all of them, there are only a few who don't read well. But it remains dominant who has read it fluently. "

Q: "What kind of reading difficulties did students experience in class II?"

A: "Basically students already know and distinguish letters, but cannot read three syllables or more, then double consonants also become students' difficulties. Read it too fast so students don't understand the meaning of the sentence they read. "

Q: "In your opinion, what factors influence students' reading difficulties?"

A: "Factors of learning experience are lacking, so children still have difficulty reading. Most parents just leave it in school so they can read, parents should also guide their children to be more fluent in reading. Relationships at home must also be more cared for, not to let him hang out with people who are more mature but have a negative impact on children. At school, the time is limited, so the learning process is shorter than at home."

## b. Discussion

Based on the results of observations and interviews, it can be seen that the reading difficulties experienced by class II students are very diverse. The results of observations indicate that reading difficulties can be experienced by any student, not only for students who have disorders such as dyslexia or ADHD. This is in line with the opinion of Slavin, et al. (2014) who think that students who are less fluent in spelling can be said to have reading difficulties but teachers are not aware of this and assume students will read fluently at the next grade level.

Analysis of early reading difficulties in low class was also carried out by Pratiwi, et al. (2017) which states that the difficulty in early reading of grade 1 elementary school students is: (1) not being able to read diphthong, double vowels, and double consonants, (2) not being able to read sentences, (3) stumbling, (4) have not been able to mention several consonants, (5) cannot spell, (6) careless reading, (7) quickly forget the words that have been chased, (8) add and replace words, (9) spell time long enough, and (10) have not been able to read thoroughly.

From the results of observations and interviews we can also know that student difficulties are influenced by several factors, those factors can come from within the student or come from the environment in which they study. Factors that come from within students include students who are not fluent in reading and the ability of students who do not understand the meaning of reading. Another factor influencing students' reading difficulties is their student learning environment and guidance from their parents and classroom teachers.

The factor of students' reading difficulties is in line with the opinion expressed by Zubaidah (2013) which states that there are seven factors of early reading difficulties, the seven factors are 1) classroom environment, 2) fluency of oral language, 3) fluency in written language, 4) understanding and retention of text content, 5) understanding of the writing code system, 6) physical factors, and 7) a sense of self-esteem and self-confidence

## 5. Conclusion

Reading difficulty is a situation when students are not able to recognize, pronounce letters, syllables and words and convert them into meaningful sounds. Difficulty's factors of early reading need to be identified so that teachers can provide appropriate follow-up so students can have good reading skills.

The results of the study showed that the factors of early reading difficulties were influenced by several factors, those factors could come from within the students as well as from the learning environment. Factors that come from within students include students who are not fluent in reading and the ability of students who do not understand the meaning of reading. Another factor influencing students' reading difficulties is their student learning environment and guidance from their parents and classroom teachers.

The results of this study are expected to provide insight to education actors, especially class teachers, about the factors that influence the initial reading difficulties, both in the form of internal and external factors. By knowing various factors that influence this reading difficulty, it is expected that teachers can organize better learning so students can read fluently..

Based on the results of the study, we suggest that there must be collaboration between teachers and parents who provide more learning experiences, especially in reading and understanding a reading. Subsequent research is expected to analyze more deeply the factors of reading difficulties, both regarding preliminary reading and reading comprehension.

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