

Analysis of Beginning Reading Difficulties of Elementary School Class II Students

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Abstract. This study aims to describe the difficulty of reading the beginning of the second grade students of SDN 209 Antapani. In practice this research uses descriptive qualitative research with data collection techniques used by researchers are interviews, observation, and documentation. The data analysis technique uses the Milles and Huberman model with the stages of data reduction, data presentation, and drawing conclusions. The subjects in this study were class IIA teachers and class IIA students. By paying attention to the findings and discussion, this study was able to prove that the reading ability of the second graders at SDN 209 Antapani was not good. The results showed that 30% of students who had difficulty reading the beginning. Teachers' efforts to improve early reading skills through the use of models, methods, techniques and innovative approaches, as well as learning media to support the learning process. The theoretical analysis in the discussion provides in-depth information about the early reading ability of second grade elementary school students.

Keywords: Difficulty, Start Reading, Students.

How to Cite: Aqmarin, R & Cahyani, I. (2022). Analysis of Beginning Reading Difficulties of Elementary School Class II Students. *Proceeding The 4th International Conference on Elementary Education*, 4(1), 565-574.

INTRODUCTION ~ According to Hartati (in Susanto, 2012:158) that reading is a physical and mental activity to find the meaning of writing, although in this activity there is the introduction of letters. While according to Pratiwi and Ariawan (2017:70) read the beginning is an activity of learning to recognize language and students to pronounce the symbols of language sounds. Learning Indonesian in elementary schools has four aspects of language skills that students must master, namely listening, speaking, reading, and writing (Tarigan, 2008)..Reading difficulties are often interpreted as symptoms of reading difficulties or obstacles to achieving the goal of obtaining information in reading. According to Mercer 1983: 309 (in

Abdurrahman, 2003: 204), there are four groups of characteristics of reading difficulties, namely 1) reading habits, 2) errors in recognizing words, 3)

understanding errors, and 4) various symptoms.

In overcoming learning difficulties, it seems that learning in elementary schools has not been successful enough, especially for the problem of lack of reading ability in students who do not receive treatment from the teacher. According to Rafika & Lestari (2020) reading is a process that is not only verbal, but also involves various visual, thinking, psycholinguistic, and metacognitive activities.

Learning to read at school is often considered an easy thing for some teachers. Assuming there is still another level to be able to read. However, the reality on the ground is different. Students who do not have early reading skills in the early grades will affect their reading comprehension skills in the high grades. This is certainly a problem that

cannot be ignored. Students' cognitive processes will be hampered because students have difficulty reading, as well as understanding reading. In the end, students will lose their motivation to learn, because students will think they can't read and are left behind among their other friends. This should not be allowed, because it will have an impact in the future for the psychology of students, as well as students' intellectual abilities.

In line with Mabunga's opinion that through reading the beginning, actually to be able to know every written meaning, students' cognitive processes are ongoing. Beginning reading is done through the introduction of written language, letter recognition, and simple spelling. In this activity, what students do is voice the symbol of the sound of the language (Mabunga et al, 2019).

According to Hodgson (in Cahyani 2007), that "reading is a process carried out and used by readers to obtain messages, which want to be conveyed through the medium of words or written language". The process by which students build reading in a cognitive process, to be able to understand the meaning of every word they read. This makes it difficult for students who have problems in beginning reading skills. So that students cannot understand the content of each word that is read. In addition, the use of media can also increase students' curiosity in the learning process. However, it should also be noted that the use of media must be adapted to the development and characteristics of students. In line with the opinion of Aulina (2012) that teaching early reading to children must look at the stage and characteristics of the child. Examples of learning media that can be used in early reading learning are big

books, puzzles, tiered stories, and educational games. Media in improving early reading skills can be in the form of educational games. In accordance with Charisma (2019) that education games (educational games) are a very fun activity and can be used as a way or tool in educating. In addition, Ramansyah (2015), revealed that education games can be a solution for students to combine learning and playing activities so that students are not bored in the learning process.

Reading is an efficient effort to increase knowledge. Reading activities can build character if the reading material is understood well. Hartati & Cuhariah (2015) explain that the reading process involves physical and mental activity because it consists of several aspects. These aspects, namely (1) sensory aspects, skills to understand written symbols, (2) perceptual aspects, skills to interpret what is seen as symbols, (3) schematic aspects, skills to connect written information with existing knowledge structures. are (4) aspects of thinking, skills to make conclusions and evaluation of the material being studied, and (5) affective aspects regarding the interest of experienced readers in reading activities.

This is in line with Anderson's opinion (in Tarigan 2015) that the main purpose of reading is to seek and obtain information, including content, to understand the meaning of reading. Reading skills can be trained from an early age. Everyone who will learn to read first enters the initial reading stage. Beginning reading is the earliest/lowest reading sequence which is also known as mechanical skills. After fluent reading is said to be at the stage of understanding skills (Tarigan, 2015:12).

It can be said that if students experience obstacles in the early stages, it will have an impact on the next stage.

Furthermore, Anderson (in Tarigan, 2015) reveals that early reading is reading that is taught in an integrated manner, which focuses on recognizing letters and words, connecting them with sounds. Beginning reading in learning focuses on technical aspects such as the accuracy of voice writing, proper pronunciation and intonation, fluency and clarity of voice.

Through preliminary reading, the child's cognitive process is actually ongoing to be able to find out every meaning written in it. Beginning reading is done through writing language recognition activities, letter recognition, and simple spelling. In these activities, children carry out activities to voice the symbols of language sounds (Rizkiana, 2016). Meanwhile, according to Gustiawati (2020), early reading is the first stage in the process of converting written signs into sound, language development can be considered as the main basis in language development through communication experience.

Based on several explanations regarding pre-reading, it can be concluded that pre-reading is a basic skill given to low-grade children (I, II, III) including letter recognition, linguistic element recognition, written symbol voicing skills and reading speed in reading. write. slow rate.

Data obtained by researchers for 4 years at SDN 209 Antapani, as many as 25-38.2% of students cannot read. While the competence of reading aspects in the lower grades of elementary school is that

students are able to read and understand short texts by reading fluently (aloud) and reading aloud a few simple sentences. But in reality there are various kinds of problems related to the process of reading beginning in elementary school. This should not be allowed to continue because it will cause an imbalance in the development of students' thinking skills.

Based on the problems above, researchers are interested in conducting research. In this study, the formulation of the problems compiled are (1) How are the reading difficulties of class II students at SDN 209 Antapani? (2) What is the solution given by the teacher to overcome the difficulty of reading the beginning of grade II students at SDN 209 Antapani. While the objectives of this research are (1) Knowing the difficulty of reading the beginning of the second grade students of SDN 209 Antapani (2) Knowing the solution given by the teacher to overcome the difficulty of reading the beginning of the second grade students of SDN 209 Antapani.

METHOD

The research was conducted at SDN 209 Antapani. SDN 209 Antapani is one of the elementary schools located in Antapani Kulon District, Bandung City. This research was conducted in class IIA SDN 209 Antapani.

This study uses a qualitative descriptive type of research because the researcher wants to describe a phenomenon according to the actual situation experienced by the research subject. According to Sugiyono (2018) descriptive research is research conducted to determine the value of independent variables, either one or more (independent) variables without making

comparisons, or connecting with other variables. Data obtained from observation, interviews, and documentation. The researcher conducted interviews with class IIA teachers and class II students at SDN 209 Antapani regarding the students' reading difficulties at the beginning. In addition, researchers also made observations during the learning process. The focus of researchers in observing in class is the difficulty of reading beginnings such as letter recognition, as well as reading words. Researchers also observe the documents needed by researchers, such as student notebooks, student exercise books, teacher notebooks. After getting the data, then the data analysis was carried out using the Milles and Huberman model. According to Milles and Huberman (in Aji 2009) the stages in data analysis are the stages of data

reduction, data presentation, and drawing conclusions.

RESULTS

The findings in this study are the results of tests carried out on Class II students of SD Negeri 209 Antapani as a result of research from data collection and data processing. All data obtained were reduced in accordance with the problems that became the focus of research. The research results obtained are then described and analyzed and finally conclusions are drawn.

The results of the analysis that the researchers obtained that the initial reading ability of second grade students of SD Negeri 209 Antapani aspects of content accuracy were made in tabular form as follows:

Table 1. Table of Early Reading Ability of Second Graders at SDN 209 Antapani

No	Respondent	Early reading difficulty indicator				Know the meaning of the word
		Recognizing letters	Reading syllables	Read word by word	Reading diphthongs	
1	A1	√	√	√		
2	A2	√	√	√	√	
3	A3	√	√	√	√	
4	A4					
5	A5	√	√	√		
6	A6	√	√			
7	A7					
8	A8	√	√	√	√	
9	A9					

Based on the results of tests conducted in class II of SDN 209 Antapani, from 27 students there were 9 students who had difficulty reading the beginning. The

percentage of students who have difficulty reading the beginning is $9/27 \times 100 = 30\%$.

Based on the results of interviews with second grade teachers at SDN 209 Antapani, that reading the beginning of grade II students has not been said to be good, because of 27 students there are 9 students who cannot read the beginning. This can be seen when the teaching and learning process takes place, it is seen that some students who have difficulty reading the beginning, are left behind when reading stories in thematic books. There are some students who don't know letters, can't spell word for word, also can't understand the meaning of words. The problem of students not knowing this letter is supported by the unusualness of students studying at home with their parents. So that students often forget the letters of the alphabet that have been taught previously. In addition, the lack of facilities and infrastructure for students, both at home and at school. Some students do not have books to read for practice. Other than that.

DISCUSSION

In the research of Anzhar and Mardhatillah (2017), learning difficulties are influenced by internal and external factors. In line with Ma'rifah (2017) in his journal, he concludes that learning difficulties are also influenced by internal and external factors. Relevant to Ismail's research (2016) in his journal concluded that the factors that cause problems in students come from internal and external factors.

Internal factors are factors that exist within students. Such as, physiological, emotional, intellectual factors. While external factors are factors that come from outside or the student's environment. Such as social factors, and teacher pedagogical factors.

Relevant to Cooney et al (in Nurhidayah 2015) the factors that hinder students in learning are: Physiological, Social, Emotional, Intellectual, Pedagogical factors.

First, physiological factors are related to the physical condition of students. The physical condition of students can affect the learning process in the classroom. For example, when students have problems with their eye senses, students will have difficulty seeing distances. Second, social factors are influenced by family and environmental factors. In this study, some students have families who are busy working so that there are no students who accompany them to study. According to Aisyah (2020) that early reading needs to be stimulated appropriately, because the process is carried out not only once or twice but as often as possible so that children's early reading development can be better, as well as the need for motivation from the family environment to provide more motivation for students. Third, this emotional factor is related to the mental state of a student while studying. Where when the researcher made observations in class, there were some students who cried while reading. Fourth, the factor of teacher competence, the competencies that must be possessed by teachers include pedagogic competence, personality competence, social competence, professional competence obtained through professional education. According to Mustikawati (2015) the most dominant predicted factor influencing early reading ability is related to teaching and learning activities in schools.

Fifth, intellectual factors are the ability to read, write, count, make logic, and how to solve problems. In this study, there were several students who had intellectual problems, but they varied. There are students who really don't understand and don't know letters, there are also students who have understood the teacher's orders, but can't read word for word, there are also students who can read word for word but can't understand the meaning of the word. Intellectual intelligence can be improved by diligently practicing reading, writing, arithmetic, often interacting with parents to talk about things that need to be solved.

There are also students who can read word for word but cannot understand the meaning of words.

In the opinion of Djamarah (2011) that "learning difficulties are situations where students cannot learn well, because of threats, obstacles or disturbances in learning". Agree with Dalyono's opinion (2015) "In situations where students cannot learn properly, this is what is called learning difficulties".

The following is a description of the intellectual difficulties in this study, the first being not recognizing letters because the inability of class II students at SDN 209 Antapani in recognizing the letters of the alphabet is one of the inhibiting factors for students. Can not read. Students often forget that the teacher points to the letters of the alphabet randomly. Some students often have difficulty distinguishing the letters b, p, q, d, f, v, i, l. This difficulty in recognizing letters affects students' reading abilities so that when reading students take a long time to recognize the

letters they read. Second, can't read tribes. At this stage students already know the letters of the alphabet, but students cannot read the word. Third, read word for word. This is because they fail to master the meaning of words, and are not fluent in reading. Reading involves recognizing letters or word order, meaning or purpose, and understanding meaning or intent, so that reading is not done regularly and children's reading ability decreases. Regular reading activities can help students read better word for word. Can't read diphthongs and clusters. In Indonesian, there is a diphthong (a combination of two vowels). Fourth, not knowing the meaning of words, this is due to a lack of vocabulary mastery, and mastery of sentence elements and relationships between sentences. Students can recognize meaning when students master various vocabulary, as well as how often students read. In this study, students could only read words without recognizing their meanings. When conducting a question and answer session with the teacher, students tend to be silent. Students can recognize meaning when students master various vocabulary, as well as how often students read. In this study, students could only read words without recognizing their meanings. When conducting a question and answer session with the teacher, students tend to be silent. Students can recognize meaning when students master various vocabulary, as well as how often students read. In this study, students could only read words without recognizing their meanings. When conducting a question and answer session with the teacher, students tend to be silent. students can only read words without recognizing their meaning. When

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According to Pridasari & Anafiah (2020) stated that the students' initial reading difficulties were (1) not yet able to read diphthongs, double vowels, and double consonants, (2) not being able to read sentences, (3) reading haltingly, (4) not being able to name some consonants, (5) cannot spell, (6) reads carelessly, (7) quickly forgets words that have been spelled, (8) adds and replaces words, (9) spells long enough, and, (10) has not been able to read completely.

CONCLUSION

Based on the results of research conducted at SDN 209 Antapani, it can be concluded that the initial reading ability of class IIA students can be said to be "Not Good". This is supported by data on the percentage of students who have difficulty reading the beginning is 30%. Students' difficulties in reading the opening in class II SDN 209 Antapani include students who do not recognize letters, students cannot read syllables, read word for word, cannot read diphthongs, clusters, and do not know the meaning of words. It is influenced by internal factors and external factors. Internal factors include physiological factors, emotional factors, and intellectual factors. While external factors include social factors and teacher pedagogical factors.

The solution for students is that the teacher can provide additional hours outside the KBM for reading practice

which is carried out by three students every day. In addition, on the sidelines of learning the teacher also does reading exercises. The solution for teachers is that teachers can improve their teaching creativity by using appropriate models, methods, approaches and techniques tailored to the needs of students. If teachers are creative, they will have lots of fun activities to present to students, starting with letter recognition which can be done by singing, reading syllables with a big book, or using audiovisual aids. Adopting this playful approach requires teachers to be creative in packaging their learning to be fun, to increase learning motivation and to build self-confidence. According to Suyitno (2017) using interesting and effective teaching materials, using image-based learning methods will greatly facilitate the introduction of letters by students. According to Piaget (in Aulina, 2012, p. 138) Children at this age are in a certain preoperational phase, meaning that children can develop language skills with real objects such as symbols, such as picture cards. Therefore, it is appropriate for students to learn to recognize letters by using media. Reading fairy tales and describing the benefits of reading regularly can build students' self-confidence. Increasing self-confidence also needs to be done because children who have reading difficulties find it difficult to follow lessons in class, so they are often ostracized by their friends. It can also be done by building students' self-confidence by increasing the enthusiasm for learning in the classroom. Offers special tutorial reading activities. This program focuses on providing remedial services for students with beginning reading disabilities. The important thing in early reading skills is the increasing

aspects of language development as a communication tool and as a tool to express thoughts and feelings to others (Fauziah, 2018).

In addition, teachers should also pay more attention to students who need treatment. With the teacher paying more attention, students will feel confident and motivated in reading. So that there is a sense of wanting to learn with the abilities of students.

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