

Analysis of Beginning Reading Difficulties in Third Grade Students of SDN 1005 Sidomulio, South Barumun District

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Abstract

Beginning reading is an activity that is carried out in an integrated manner, including recognizing letters and words and then connecting them with their sounds and meanings so as to obtain conclusions about the meaning of the reading. The learning process in early reading is carried out by recognizing language in writing, through writing students are required to be able to pronounce the symbols of language sounds with sounds that produce clear meaning, accuracy and success at the early reading stage will have a major impact on improving further reading skills. The research aims to find out the difficulties of beginning reading for third grade students at SDN 1005 Sidomulio, South Barumun Subdistrict, researchers obtained information that there were several students who had difficulties in beginning reading. This type of research is qualitative research with descriptive methods. The subjects of this research are several students who still have difficulty reading, especially beginning reading, namely 6 students. The data collection techniques used were interview, observation, and documentation techniques. The results obtained from this study are the difficulties experienced by students, including those who do not recognize letters, still have difficulty saying words without spelling, still have difficulty spelling difficult words and do not recognize some letters. Factors that hinder students in beginning reading are psychological factors, environmental factors and lack of interest and motivation and environmental factors where the lack of parental attention in teaching children to read when at home.

Keywords: Difficulty, Reading, Beginning.

Introduction

Education is important in human life. Many benefits can be obtained if someone gets an education. Among the benefits of education is being able to distinguish which things are good and which are not good for themselves, for example in behavior, speech, decision making, and so on. People who have education will certainly feel the benefits in their lives (Almeida et al., 2016). The purpose of education is to free people from ignorance and poverty. With education, humans can know and improve their quality to achieve life goals and produce a better personality (Kholilah et al., 2023).

Education positions the child as the center of activity in learning. When learning is done, the first consideration that is taken into account is what are the learning barriers and needs of the child. If this can be known then educational activities will be centered on what is needed by a child, not on what is wanted by others. Such a stance considers that the function of education, among others, is to facilitate children to develop into themselves optimally in line with their potential (Yusriani et al., 2022).

Teaching and learning activities are one of the activities that cannot be separated from human life, because of the growth and development of an individual from childhood to an adult, whose time is used in learning activities in the education bench (Alia Rohani & Anas, 2022). Simply put, the teacher's job is to direct and guide students to increase their knowledge,

especially in reading, the more proficient reading skills, the more fostered and developed their potential because by reading students will have a lot of knowledge and experience. In this case, there are several experts who are able to do *inspiring teaching*, namely teachers who can inspire students through teaching activities carried out by a teacher, able to encourage students to love reading (Sd & Sampali, n.d.). Reading that is carried out continuously can produce a variety of knowledge. the more knowledge you get, the better the quality of education (Kartika et al., 2023).

Reading is a process that is carried out and used by readers to obtain messages to be conveyed by the author through the medium of words or written language. Therefore, reading is referred to as a receptive language ability (Purba et al., 2023). It is called receptive because by reading a person receives new information and experiences. Everything obtained from reading allows a person to strengthen his thinking ability, sharpen his views and broaden his horizons. Reading skills acquired at the beginning of reading are very influential on the deepening of reading skills. Reading skills, really need teacher attention, starting reading in grade 1 SD is the basis for further learning (Arwita Putri et al., 2023). Reading is one of the most important language skills, because this skill has many functions in human life, even reading is one of the most important factors in determining a person's academic success (Hasibuan, n.d.)

In beginning reading, there are several indicators that students need to achieve. Accuracy, voice clarity, and fluency are things that need to be considered when learning takes place. However, in the process students often experience difficulties in learning to read and rarely get attention from the teacher (A. Hasanah & Lena, 2021). Likewise, Sunaryo Kartadinato emphasized that some teachers or educators who are involved in the implementation of the learning process every day tend not to fully understand their students who have difficulties in learning. Given the important role of reading for children's development, to improve children's reading skills, an interesting and fun way or technique is needed. This is in line with Arifuddin that a pleasant learning atmosphere must be supported by various learning methods. If the teacher can choose and apply appropriate and good learning methods, then the child will learn pleasantly, so that the child's ability to read early can be improved (Febi & Anas, 2023).

Beginning reading is an activity that is carried out in an integrated manner, including recognizing letters and words and then connecting them with their sounds and meanings so as to obtain conclusions about the meaning of the reading. The learning process in beginning reading is carried out by recognizing language in writing, through writing students are required to be able to pronounce the symbols of language sounds with sounds that produce clear meaning (Yulianti et al., 2023).

According to Dalman, the initial stage of beginning reading is when children are introduced to the shape of the letters A to Z. The letter needs to be pronounced by the child according to its sound. After the child is introduced to the shape of the alphabet and pronounces it, the next step is for the child to be introduced to spelling syllables, reading words, and reading short sentences. In addition to spelling and beginning reading, it also focuses on mastering aspects that aim to train students to voice written symbols with precision, good pronunciation, and reasonable intonation. Accuracy and success in the early reading stage will have a major impact on improving further reading skills (Wardani et al., 2020).

Students who have difficulty in reading will also find it difficult to capture and understand the information presented in the book or presented by the teacher. Early reading errors if not immediately resolved will certainly have an impact on the reading ability of students. Learners who are unable to read well will have difficulty in participating in learning activities (Saragih et

al., 2015)(Saragih et al., 2023). Factors that cause reading difficulties experienced by each child can be caused by internal factors in the child himself or external factors outside the child.

Internal factors in children include physical, intellectual and psychological factors. These internal factors are very influential in their ability to capture and receive learning and affect their intelligence. Children who have a high IQ, good psychology and perfect physique will logically be easier to accept learning, for example, beginning reading. On the other hand, children who do not have a good physical and psychological condition or a high IQ will experience difficulties. The external factors outside the child that cause difficulties in beginning reading include the family and school environment. In the family environment, children who lack parental attention and affection as well as parental guidance in learning will certainly have different abilities from children who receive full attention by parents at home. In the school environment, the influence of association can also determine the habits and attitudes of students' willingness to learn (Hartini et al., 2022)

Based on the results of preliminary observations at SDN 1005 Sidomulio, South Barumun sub-district, the researcher obtained information that there were several students who had difficulties in beginning reading. There are 25 students in grade III at SDN 1005 Sidomulio. Based on the results of interviews conducted by researchers with the third grade teacher, namely Barani Nasution S.Pd., he said that quite a lot of third grade students can read at the beginning, but out of 25 students, there are 6 students who experience problems in reading at the beginning. Students who have difficulty reading at the beginning are (Arya, Mili, Aulia, Fadlan, Hadi, Aldi). He said that the students' difficulties in beginning reading were that some could not recognize letters. This proves that early reading difficulties are still an unresolved problem. The problems experienced by students are very diverse.

For example, students who have not memorized the shape of the letters so when asked what letter this is the student hesitates to answer. In addition, another problem or difficulty that I encountered was students who had memorized the letters of the alphabet A-Z but when random letters were pointed out, they still could not answer what letter it was. The problem of students who cannot string letters, for example, combining letters such as "b-u = bu", "k-u = ku" and children who can spell but are still difficult to combine such difficult sentences. In students who can read at the beginning, sometimes there are still errors in reading, namely reading errors such as examples when there are words of concern read attention and it is still difficult to read long sentences. These problems still occur in grade III elementary school students even though efforts have been made so that students are fluent in beginning reading. The researcher hopes that this study will be able to clearly identify what factors cause reading difficulties at the beginning stage in elementary school, so that it can provide better insights for educators and experts to design appropriate interventions.

Method

This study used qualitative research methods Danzin and Lincoln (1987) state that qualitative research is research that uses a natural setting (LEXY J. MOLEONG, 2006) In this research, the researcher is involved in the situation and setting of the phenomenon, with the intention of interpreting the phenomena that occur and carried out by involving various existing methods. In this study, researchers were involved in the situation and setting of the phenomenon under study. Researchers are expected to always focus on the reality or events in the context under study (Adlini et al., 2022). The type of qualitative research used is descriptive research. Descriptive research is an approach to studying the status of a group of people, objects, conditions, systems of thought, or types of events in the present. The purpose of descriptive research is to create systematic, objective and accurate descriptions, pictures, or

images about the facts, properties, and relationships between the phenomena studied. Interviews, observations, and documentation are methods for collecting data (Mulatsih et al., n.d.). This study aims to determine the difficulties of beginning reading of third grade students where the research was conducted at SDN 1005 Sidomulio South Barumun located in Padang Lawas Regency. This research was conducted during the learning process and during breaks. The grade III teacher participated in this research, who was interviewed and received information about the situation and conditions of the research environment. The data used is qualitative information, including interviews, documentation. The main instrument in this research is the researcher himself, the researcher acts as a data collector. The data sources of this research are student questionnaire observations, research journals, and previous research results. While supporting instruments with data collection techniques include observation, interviews, and documentation. By using descriptive qualitative methods, the data that will be obtained is more precise so that the objectives of this study can be achieved.

Results

In this study, observations were made at SDN 1005 Sidomulio in Barumun Seletan sub-district which is located in Padang Lawas district. As we already know, reading skills are very important for every student. This is none other than so that students can receive more optimal information or material, reading ability also greatly affects student learning outcomes. Therefore, the grade III teacher regrets that there are still some children in grade III who cannot read.

Results of student observations and interviews about difficulties in beginning reading in class III SDN 1005 Sidomulio, South Barumun Subdistrict

Furthermore, researchers made observations in the form of a gradual reading aloud test. From the introduction of letters, syllables, words, to simple sentences. This test was conducted to the focus of researchers, namely 6 students who had difficulty reading. The first test was conducted on a student named (Milly), according to the researcher's analysis, the student was not yet fluent in recognizing all the letters of the alphabet. The difficulty experienced by Milly in beginning reading is that there are still some letters that are not recognized. The interview conducted with Milly resulted in a description that the factor that caused the student to experience difficulties in beginning reading was a lack of interest in learning. Milly is also a quiet child and not active in class.

The next test (Fadlan) was the same as the previous child who was not yet fluent in recognizing the alphabet, there were still some letters that were not recognized. The interview conducted with Fadlan resulted in a description that the factors that become obstacles in beginning reading are lack of confidence so that he does not dare to ask when the student is having difficulty, and lack of attention from parents because the child's parents are busy working and Fadlan lives with his grandmother. The next test is the student (Arya) based on the test conducted, the researcher can analyze that the student is familiar with the alphabet, but when the letter turns into a word the student must spell it first after that the student finds it difficult to pronounce it directly without spelling it first.

The interview conducted with Arya resulted in a description that the factors that caused the student to experience difficulties in beginning reading were lack of interest in learning and the child was an active child in class so that when the teacher explained the child did not pay attention to the teacher because he was busy talking with friends. Furthermore, (Hadi) the student is not yet fluent in recognizing all letters such as G,I,Q,Y,W, the student still spells easy words and has difficulty spelling difficult words, for example, such as Library. The interview

conducted with Hadi resulted in a description of a lack of interest in learning and the child often skipped school.

Furthermore (Aulia) according to the researcher's analysis, the student has recognized letters and can pronounce letter sounds, but has not yet fluently called words, still spelling some difficult words. The interview conducted with Aulia resulted in a description that the factors that hinder reading are that the student said he was distracted by his classmates so that when the teacher explained he did not focus on listening to the explanation from the teacher and the child was a quiet child in class. Furthermore, the last student (Aldi) is not yet fluent in recognizing letters. The interview conducted with Aldi resulted in a description that the inhibiting factor in reading is that the child has a stomach disease that makes the child often absent because he has to seek treatment, which is what makes the student's lessons lag behind.

The results of the principal's interview about difficulties in beginning reading in class III of SDN 1005 Sidomulio, South Barumun Subdistrict

Based on the results of interviews conducted in the field with details of the results interviewed are:

Researcher: Does the school have specific guidelines in overcoming students with reading difficulties at SDN 1005 Sidomulio, South Barumun Subdistrict? If so, what are these guidelines?

School principal: If there are no specific guidelines from the school, it is still the homeroom teacher who is responsible for overcoming it, usually I as a homeroom teacher 1. identify what the child's difficulties are after that 2. provide evaluation in the form of reading guidance during learning takes place sometimes also during recess, 3. Involve parents, namely by communicating with each other what difficulties parents have in teaching children at home. However, sometimes there is a lack of response from parents because the parents are busy so they don't pay attention to their children.

Researcher: Do you know of any students with reading difficulties at SDN 1005 Sidomulio, South Barumun sub-district? If so, how many male and female students are there?

Principal: I know about 10 boys and 3 girls.

Researcher: Does the school provide basic and supporting reading books for students with reading difficulties at SDN 1005 Sidomulio, South Barumun Sub-district? If so, what are they like? How many details?

Principal: Yes, there are 10 reading books for students with reading difficulties.

Researcher: Does the school provide facilities and learning tools to overcome students with reading difficulties at SDN 1005 Sidomulio, South Barumun Sub-district? If so, what are the accommodations?

Principal: Yes, there is an alphabet board.

Researcher: Does the school regularly monitor students with reading difficulties at SDN 1005 Sidomulio, South Barumun Sub-district? If so, how does the school monitor these students?

School principal: Yes, by entering grades 1 to 6 after that we ask the children who cannot read after that we test whether the child really does not recognize the letters or cannot read.

Based on interviews with the principal, it can be concluded that there are difficulties in beginning reading in class III of SDN 1005 Sidomulio, South Barumun Sub-district. The efforts made by the principal are that they have provided facilities and infrastructure quite well such as: story books, volume books and reading books for class III students and the school also has a library that supports children to love reading.

The factor of lack of interest in student learning also greatly affects the development of children, because children are still too cool in playing, another factor is the lack of assistance from the family when studying at home where parents are too busy so that children lack attention from parents. Even though parents are very influential in supervising children's learning at home.

This agrees with the opinion of (Muammar, 2020: 8) that not only teachers the role of parents is also very important in an effort to form an environment that invites children to do fun and comfortable learning so that it can help improve children's initial reading skills.

Teacher interview results about difficulties in beginning reading in class III SDN 1005 Sidomulio, South Barumun Subdistrict

Based on the results of interviews conducted in the field with details of the results interviewed are:

Researcher: How many students have difficulty learning to read beginning in the class that you teach from the total number of students in the class?

Teacher: 4 boys and 2 girls

Researcher: How do you feel about the children with early reading difficulties in your class? (feel burdened or not)

Teacher: Don't feel burdened

Researcher: How do you guide students with early reading difficulties in your class? Is it the same or different?

Teacher: Does not differentiate these children from children who are already good at reading.

Researcher: What methods do you use when teaching subject matter to students with early reading difficulties?

Teacher: There is no special method, I still equalize the learning of children who are good at reading with those who are not good at reading, it's just that children who are not fluent in reading I guide more specifically.

Researcher: Do you always take the time to help their learning difficulties? In what way?

Teacher: Yes, by approaching or giving special attention.

Researcher: Do you provide reading opportunities for students with early reading learning difficulties? In what ways?

Teacher: Yes, by asking students to come forward and teaching them to recognize letters and read the syllables.

Researcher: Do you always give awards to students with learning difficulties in beginning reading? When and how?

Teacher: Yes, by giving rewards such as giving candy and money and the child's response is happy and more enthusiastic about learning.

Researcher: What is the intelligence level of students who have difficulty learning to read at the beginning? (seen through documentation of student learning outcomes in the form of grades)

Teacher: The level of intelligence that is lacking needs to be made special guidance to teach children to read and if the child's score is sufficient because sometimes there are children who cannot read this but are smart in mathematics so there are advantages for each child.

Researcher: What is the sensory condition (vision, and hearing) of students with early reading learning difficulties?

Teacher: all good

Researcher: How is the ability of students with learning difficulties in early reading to focus/maintain attention?

Teacher: Children with reading difficulties are less able to focus their attention because of their constraints in reading so that they are sometimes busy by themselves when their friends are reading and do not pay attention to the reading book.

Researcher: What impact do students' limitations in beginning reading have on their academic level?

Teacher: 1. difficulty understanding texts, 2. hampered vocabulary development, 3. low writing skills

Researcher: What is the impact of students' limitations in beginning reading on their level of social interaction?

Teacher: 1.low self-confidence, 2.difficulty in communicating, 3.low participation during group learning

Researcher: What is the impact of students' limitations in beginning reading on their psychological condition?

Teacher: Low confidence, motivation, and interest in reading.

Researcher: How is the attitude of students with learning difficulties in beginning reading when you explain?

Teacher: Good, although sometimes the child seems less focused, maybe because of the reading difficulty.

Researcher: How do students with early reading difficulties receive the learning materials that you convey?

Teacher: it is difficult to accept learning materials especially when understanding the text that the teacher reads so I have to explain slowly again to children who have difficulty reading so it cannot be equalized in explaining the material to children who have read fluently and children who have not read fluently.

Researcher: What efforts do you make to overcome children with learning difficulties in beginning reading so that learning activities continue to take place well?

Teacher: That is by giving special attention to children and sometimes children are made to study in groups by combining children who cannot read with children who can read fluently so that they help each other.

Researcher: How are the achievements of students with early reading difficulties in other fields of study?

Teacher: Student participation is lacking due to difficulties in reading.

Researcher: What is the response (positive/negative) from other teachers towards students with early reading difficulties?

Teacher: The positive response is empathy and other teachers sometimes help and provide solutions for children who have reading difficulties And the negative response is the lack of understanding from other teachers sometimes some teachers do not know what the cause and background is

Based on the results of interviews with the third grade teacher of SDN 1005 Sidomulio, South Barumun Sub-district, there are still 6 children out of 25 students who are not fluent in beginning reading. This can be seen during teaching and learning activities. The difficulties experienced by students include not reading fluently and there are still many mistakes in reading, not recognizing some letters, and memorizing the alphabet but when scrambled it is less able. Factors that hinder students in beginning reading are psychological factors, environmental factors and lack of interest and motivation as well as parental attention in teaching children to read when at home.

Discussion

From the explanation above, I can conclude that the factors inhibiting students in beginning reading are different and students' reading problems are not a small problem, it is a challenge for teachers or parents to find solutions to solve the problem of reading difficulties. Students' success depends on how well they can read. The factors that hinder students in beginning reading are explained in Muammar's book (2020) as follows:

1. Physiological Factors: Physiological factors are influential factors in beginning reading. These factors are directly related to physical health, neurological problems, gender or sex, and fatigue. Experts explain that neurological health, such as various defects in the brain and physical inadequacy can cause a child to be unable to read. Physical health here relates to the health of the speech organs, eyes and ears. Meanwhile, fatigue is also a cause for children to learn to read.

2. Psychological factors: Psychological factors are one of the influential factors. These psychological factors include three things, namely: (1) motivation, (2) interests, and (3) social maturity, emotions, and self-adjustment.
3. Environmental Factors: Environmental factors relate to the student's background in rural and the socio-economics of the student's family. The following is an explanation. (1) The student's background at home can affect the child's personality, attitudes, values and language skills. The situation of the child's home situation becomes a miniature society which also greatly affects the child's adjustment in society. A harmonious home situation and parental support will affect children's learning progress. Parents who like to read, collect reading books, and enjoy reading storybooks to their children, usually motivate their children to love reading and provide experience to their children. However, a less harmonious home situation, parents who do not like to read, and no collection of reading books greatly affect children's reading ability. Quality experiences at home are very important for children's reading progress. (2) Family socioeconomic factors also affect children's reading ability. Not only socio-economic factors, but the surrounding environment where children live also affects the development of their reading skills. In essence, the higher the socioeconomic status of students, the higher their verbal ability. Students who always have reading books available and have extensive reading activities will have high reading skills.
4. Intellectual Factors: Intellectual factors relate to the ability of an individual's intelligence to act according to targets, think rationally, and act effectively in their environment. A person who has a high intellect will make it easier for him to be directed and trained in learning. However, in general, a child's intellect does not fully influence the child's success in reading. An important factor is also the teacher's teaching methods, procedures, and the teacher's ability to interact with children to be a surefire way to improve children's reading skills (Richter et al., n.d.).

One of the problems is early reading ability which prevents students from reading correctly and well in the next stage. Based on the problems that researchers found in third grade students of SDN Sidimulio, South Barumun Subdistrict, according to researchers, the obstacles that cause students' difficulties in beginning reading must be overcome immediately by using appropriate reading learning methods. Such as the phonics method and syllabic method where the phonics method is for children who are still not fluent in recognizing letters and the syllabic method is for children who are not fluent in pronouncing words. The phonics method is a method used in teaching reading skills that focuses on the relationship between letters in the alphabet and sounds in pronunciation. According to Dhieni in Wawan et al (2023: 22) asserts that the phonics method is a method that emphasizes the alphabet lessons a,b,c,d and so on which are given first to children to learn the names and sounds (Satriawan et al., 2023).

According to Sutrisna in Lathipah (2021: 167-168) the syllabic method is a method that starts teaching beginning reading by presenting words that have been assembled into syllables, then the syllables are assembled into syllables, and finally assembling words into sentences. This syllabic method in addition to introducing words also introduces the meaning of words so that the words chosen are functional words. The syllabic method used by this author is made in such a way as to attract students' focus and attention. The syllabic method is the application of letter recognition to students, namely stringing syllables into letters and finally into words. This means revealing that reading is a unity of activities such as recognizing letters and words, connecting them with their sounds and meanings. and draw conclusions about the meaning of the answer. The advantages of the syllabic method help students in beginning reading, namely in reading minimizing not to spell letter by letter so as to accelerate the understanding of

mastering reading skills. can learn to recognize letters by peeling or decomposing syllables, and can easily understand various kinds of words, and can easily understand various kinds of words. Because in this method students will be introduced to syllables, then assembled into meaningful words using the help of conjunctions, these words will later be assembled into sentences. Another advantage in using the syllabic method is that in reading there is no spelling letter by letter so that it accelerates the process of mastering reading skills (L. Hasanah & Syafrida, 2021).

With the above method, hopefully it will make it easier for teachers to overcome reading difficulties in class III because when researchers conducted interviews with class III teachers about how to overcome reading difficulties in students, he still did not use certain methods to overcome students' initial reading difficulties. The third grade teacher explained how to overcome reading difficulties in children, there are no specific guidelines made by the school, so I as a class teacher am responsible for guiding children who have difficulty reading, by reading books every day and sometimes during breaks I take the time to guide children who have difficulty reading and do not forget to also discuss with parents because cooperation between teachers and parents is very important for the progress of student learning, said Mr. Barani as the third grade teacher.

Conclusion

Based on the results of research conducted by researchers at SDN 1005 Sidomulio, South Barumun District, the researchers can conclude that the difficulties of students in beginning reading in class III of SDN 1005 Sidomulio, South Barumun District are: (1) not recognizing letters (2) still difficult to mention words without spelling (3) still difficult to spell difficult words (4) not recognizing some letters. Factors that influence students' difficulties in reading in grade III students at SDN 1005 Sidomulio, South Barumun Subdistrict, namely: (1) psychological factors (2) environmental factors (3) interest and motivation and (4) environment. And as for the solutions provided by teachers in overcoming difficulties in beginning reading in grade III students is to pay special attention to children who still have difficulties in beginning reading by reading books every day and teachers teach students to read by introducing letters and spelling word by word. Based on the conclusions of this study, the suggestions that researchers can give are; teachers must increase efforts in overcoming the problems of reading difficulties of grade III students. These problems are serious problems, if the teacher does not follow up with increased efforts, the process and student learning outcomes will not run optimally or even experience obstacles. Increasing and developing efforts can be carried out, namely by applying various interesting methods of learning to read beginning. It is hoped that teachers can also provide more interesting lessons, such as using media that is in accordance with children's abilities and to be more able to create an active, creative and fun learning atmosphere.

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