

IDENTIFIKASI JENIS KESULITAN MEMBACA PADA SISWA KELAS RENDAH SEKOLAH DASAR

Identification Of Types Of Reading Difficulties In Lower Grade Students In Elementary School

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INFORMASI ARTIKEL

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ABSTRACT:

Reading is a fundamental ability for students to be able to follow learning at school. The ability to read is very necessary in learning in the classroom. But today there are still elementary school students who incidentally were already able to read the beginning, but in reality they are still not. It is feared that it will hinder the learning process in class. Based on the background of this problem, the researcher wanted to observe students with reading difficulties at the lower grade level at SDN Polokarto 01. Based on the teacher's report when the researcher attended the Teaching Campus program, the reason the researcher chose this location was because students were still found to have reading difficulties and the school was included in the 3t area. The purpose of this research is a. identified many students with reading difficulties at SDN Polokarto 01, b. knowing the factors that influence students having reading difficulties at SDN Polokarto 01, c. know the efforts to overcome reading difficulties in students at SDN Polokarto 01, and d. find out the teacher's difficulties in guiding students with reading difficulties. From the objectives

above, the researcher will provide suggestions for solving the problem. The research method is descriptive qualitative with data collection through observation of students who have reading difficulties, interviews with class teachers and based on documentation of student assessment results. There were 9 students who had reading difficulties. The problems experienced by students are quite varied, students in grades 1, 2, 3.

ABSTRAK:

Membaca merupakan kemampuan yang mendasar bagi peserta didik untuk dapat mengikuti pembelajaran di sekolah. Kemampuan membaca sangat diperlukan dalam pembelajaran di kelas. Namun dewasa ini masih ditemukan siswa Sekolah Dasar yang notabenehnya sudah mampu membaca permulaan tetapi pada kenyataannya masih belum. Hal tersebut dikhawatirkan akan menghambat proses pembelajaran saat di kelas. Berdasarkan latar belakang permasalahan tersebut peneliti hendak mengamati siswa berkesulitan membaca jenjang kelas rendah di SDN Polokarto 01. Berdasarkan laporan guru saat peneliti mengikuti program Kampus Mengajar, alasan peneliti mengambil lokasi tersebut karena masih ditemukan siswa yang mengalami berkesulitan membaca dan sekolah termasuk daerah 3t. Adapun tujuan penelitian ini yaitu a. mengidentifikasi banyak siswa berkesulitan membaca di SDN Polokarto 01, b. mengetahui faktor yang mempengaruhi siswa mengalami berkesulitan membaca di SDN Polokarto 01, c. mengetahui upaya untuk mengatasi berkesulitan membaca pada siswa di SDN Polokarto 01, dan d. mengetahui kesulitan guru dalam pembimbingan siswa berkesulitan membaca. Dari tujuan di atas peneliti akan memberikan saran pemecahan pada persoalan tersebut. Adapun metode penelitian yaitu kualitatif deskriptif dengan pengumpulan data melalui observasi siswa yang mengalami berkesulitan membaca, wawancara dengan guru kelas dan berdasarkan dokumentasi hasil penilaian siswa. Diperoleh 9 siswa yang mengalami berkesulitan membaca. Masalah yang dialami oleh siswa cukup bervariasi, siswa kelas 1, 2, 3.

INTRODUCTION

Elementary school students will not be separated from learning disorders, both external and internal. One of the learning disorders in elementary school students, especially low grades, is low reading ability of students. The ability to read is a type of language literacy that is receptive in that a person obtains information, knowledge and new experiences gained from reading (Arminingtyas & Ruhaena, 2018).

Reading skills need to be applied to students since grade I which is included in the early grades (Muzdalifah & Subrata, 2022). It is very important for children to acquire early reading skills, as these skills will affect later reading skills (Rohman et al., 2022). Without having adequate reading skills from an early age, students will experience learning difficulties in the future (Rosidah & Pebrianti, 2022). According to Zubaidah, 2013 in (E. Nuraini et al., 2022) Early reading activities still place more emphasis on recognizing and counting sound symbols in the form of letters, words and sentences in easy

forms. Students do not naturally acquire initial reading comprehension but will acquire it through the learning process. (Wulandari et al., 2022). When students are able to understand the knowledge that has been read, then students know the message of the reading text so that they gain new insights and knowledge (Mardiyanti et al., 2022).

The first stage is reading the beginning which is done in the early years of entering elementary school. The second stage is advanced reading which must be mastered by elementary school students in upper grades (Oktaviyanti et al., 2022). Reading skills must be immediately mastered by early grade students because these skills are directly related to the entire learning process of students in Brata in class (Islamiyah et al., 2022). The success of the teaching and learning process in the classroom is determined by the teacher's ability to teach and the success of the student learning process in the classroom is influenced by the students' ability to read (Tatmikowati, 2022). Schools have a responsibility to help students

succeed in learning (Dianasari et al., 2021). The use of learning models and media is very helpful in teaching early reading for first grade elementary school students, because children's thinking is still at the stage of concrete thinking (Suyatno, 2022).

Reading ability in children begins with reading the beginning. Beginning reading is a stage of learning to read for elementary school students in early grades (Arumawatie & Amalia, 2019). Reading is an activity carried out to obtain information, gain knowledge and new experiences (Tyas Tri & Abduh, 2018). Plus explanations from Guthrie, Benneth and McGough in (Bano et al., 2018) asserts that reading is a multifaceted cognitive process for constructing meaning from texts written in various sources. Indonesian language learning has an important role in shaping students' attitudes, habits, and abilities for the next stage of development (M. Nuraini & Rusnilawati, 2018). According to Nurbiana in (Pertwi, 2016) Explaining that preliminary reading is a unified activity that involves different activities, such as: recognizing letters and words, associating them with sounds, understanding meanings and conclusions for reading purposes.

A child who has difficulty in learning to read can be called a reading

disability. Difficulty reading is an inability of a child to understand a text or sentence fluently. Difficulty Reading is the ability or difficulty experienced by a child in the learning process including difficulty reading, pronunciation, writing, and not infrequently coding numbers and letters can be difficult Snowling in (Khairun et al., 2021).

Based on some of the quotations above, reading difficulties can be attributed to a child's inability to distinguish letters, spell, or read with low accuracy (stuttering), which can result in disruption of the child's learning process. In previous studies, reading difficulties were explained as being able to inhibit the formation of attitudes, habits, and students' abilities at later stages of development. Therefore, students who have reading difficulties need special treatment.

Proper education and upbringing helps children to develop good qualities later in life (Ayun, 2017). Teachers play a major role in the development of education, especially those held formally in schools (Saugadi et al., 2021). Teacher's role as a facilitator is very influential on the development of children's learning improvement (Saliza, 2016). Analysis needs to be done as early as possible in the early grades, thus it is not too late

to make improvements by providing appropriate treatment to students (Meo et al., 2021).

In the data in the field, it was found that elementary school-aged students still had reading difficulties. The author has at least found several samples of students who attend SDN Polokarto 01. The reason the researcher chose this location was because there were still students who had reading difficulties.

Solving the problem of the gap above, the researcher provides an alternative for special guidance for students who have reading difficulties. Specialized literacy-based guidance with letter recognition, spelling simple syllables or words, spelling slightly longer words, and reading sentences. However, there are still some inhibiting factors such as limited learning media and the need for student motivation to study hard.

Based on the explanation of the problems above, the author finally raised the topic as research material. The focus of the research is to identify students who have reading difficulties. The priority of carrying out this research is to formulate problem solving for students who have reading difficulties at SDN Polokarto 01. Based on the background and literature review that

has been stated by the researchers above, the formulation of the problem in writing this article is how the reading difficulties experienced by students at SDN Polokarto 01. Referring to the formulation of the problems that the researchers obtained in the field, writing this article has the aim of analyzing the types of reading difficulties experienced by students at SDN Polokarto 01.

As for this research, it is expected to be able to provide a solution to overcome the problems of reading difficulties in students at SDN Polokarto 01.

METHOD

This research uses descriptive qualitative research. Qualitative research is research that produces findings that cannot be measured by quantitative methods (Shidiq & Choiri, 2019). The design of this research is descriptive qualitative, which means that the research data are presented in descriptive form.

The research steps are the research process, where the researcher from the beginning faces the problem, tries to solve the problem, until finally he makes a decision that concludes how the results of his research, can solve the problem or not (Narbuko & Achmadi, 2013).

In general, the steps in a study are as follows: a. Finding, selecting, and formulating problems; b. theoretical background; c. make a hypothesis (if necessary); d. set variable; e. Choose a data collection tool; f. support research design; g. set samples; h. Summarizing and presenting data; I. Processing and analyzing data; j. Interpret the results of the analysis and draw conclusions; k. report report; and l. Expressing the face (Shidiq & Choiri, 2019).

The data collection technique in this study used the techniques used in previous qualitative studies. Some of these techniques include interviews and observation. Researchers collect data through observation and interviews. The interview was to obtain data on students who had reading difficulties. Then the researcher also made observations on the students to find out the character of the difficulties experienced. Source triangulation to test the data is done by checking the data obtained through several sources. The data is analyzed by the researcher to draw conclusions, which then requires convention among the three sources (Shidiq & Choiri, 2019).

The research was carried out at SDN Polokarto 01. Precisely, Denokan Rt 01 Rw 10 Polokarto, Polokarto

District, Sukoharjo Regency. This research was conducted in December 2021 – April 2022. The subjects of this study were 9 students at SDN Polokarto 01 who had reading difficulties. Informants who helped in this research process were homeroom teachers.

RESULT AND DISCUSSION

Based on the results of interviews with homeroom teachers, at the low grade level it was found as many as 9 students who had reading difficulties. The following are the results of interviews with homeroom teachers for grade 1.

“Because of the school factor from home, grade 1 students have difficulty reading besides that each student has different abilities. Students who have reading difficulties have been given additional tutoring or additional hours from the homeroom teacher but the progress is still not visible, you could say it is still lacking. In addition, the factor of parental guidance at home is also felt to be lacking. The teacher also asks parents through wa chat so that

parents teach students to read at home for at least half an hour or 10 minutes to read what the teacher gives while at school. Students actually want to do what the teacher instructs (according to) but because maybe the iq factor of the students when being guided is still not able to read like the example when spelling Bu-di, sometimes students only read "di" only."

Next is the result of the interview from the homeroom teacher for grade 2

"Students are given separate learning, such as when outside of school students take private lessons and ask their parents to guide their studies. Factors with reading difficulties such as playing too much, lack of interest in learning (low motivation), parents who are busy being children do not get special attention. While the internal factor is because students do have the characteristics of being lazy to learn, when in class

students are often left behind when writing and reading are still spelled. Guidance efforts little by little have shown progress, but teachers prefer to increase learning at home. The difficulty when providing guidance is that the child has a lack of interest in learning and when the teacher explains sometimes the students are cool to play without paying attention to the teacher."

And the results of the interview with the 3rd grade homeroom teacher, Mrs. Y, are as follows

"Nowadays, his reading ability has progressed slowly, but to understand long sentences, this child is still having difficulties. Students who have reading difficulties in grade 3 need to be addressed immediately because there are a lot of subject matter at that level. You could say the child was left behind because the other friends had started learning but the

child seemed to be repeating from zero. The internal factor seems to be that this child has a lazy nature even though in fact outside he has taken reading lessons but when he is at home it is difficult to read again (said the parents). When in class I try to always read on, but most of that time is spent at home but the information from the parents of the students concerned does not want to repeat. Students actually take private lessons from their homeroom teachers, and have been brought reading books. Parents leave their children completely to the homeroom teacher to be guided in class and during private lessons, even though the parents/mothers of the children do not work, the children will find it difficult to be guided. The teacher's efforts are not to discriminate between students who are smart and have reading difficulties, the teacher is more likely to ask all students to read

when students ask questions (read the contents of the reading or command questions) as a form of motivation for children with reading difficulties to want to learn."

The characteristics of reading difficulties experienced by the 9 children above are difficulty distinguishing several letters, reading in a small voice, reading with unclear intonation, reading word for word with spelling. The following are the results of observations carried out in the principal's office after completing the interview with the homeroom teacher.

First, the results of observations on the subject of class 1 obtained the results of student F (grade 1) still not being able to pronounce the alphabet well. In addition, when students are asked to recite the alphabet, the intonation of the student's voice is not very clear.

Second, student Z (grade 1) is able to pronounce the alphabet

fluently and correctly, but when asked to read the word "Andi" the student reads it with "Ada", besides when he meets the word "Jhono" students have difficulty reading and when asked to read the sentence he say you can't.

Third, student A (grade 1) was able to recite the alphabet fluently without errors, but when asked to read the word the student said he couldn't. When assisted by spelling each syllable, students are still not fluent.

Fourth, from the results of observations, student E (grade 1) has been able to pronounce the alphabet correctly even though the pronunciation takes quite a long time. When asked to read the word students are still spelling and the process takes a long time. Furthermore, when students are asked to read a new sentence one, two words students have said they can't.

Fifth, the results of observations of student A (grade 1) have not been able to pronounce the alphabet fluently. When students are asked to

recite the alphabet from Z to A, it still takes time to process. When asked to read words by spelling by syllable students still have difficulty. For example, when the researcher helped spell the word "Me-la-ni" students read it with the word "Melan". Then when asked to read sentences the students also said they couldn't and only read one or two sentences.

Sixth, for grade 2 students with a subject of 3 children, the following are the results of observations. Student B when reciting the alphabet there is still one letter that is exchanged, namely the letter "Q" with the letter "O". In addition, when asked to read words or sentences they still need to be spelled. But when asked about the content of the sentence, he was able to answer correctly.

Seventh, the results of observations on student V when they meet the letter "V" students pronounce it like the letter "F". Then when reading a word that ends with a consonant such as "mobil" students

read it with *"mobi"*. When asked to read sentences, students are still not fluent in reading with unclear intonation. However, when asked about the contents of the sentence, the students were still able to answer correctly.

Eighth, the results of observations on student H obtained the results that students were able to pronounce the alphabet correctly, it was just that they were not fluent, they still needed time to think. When reading the word students have a little difficulty when they meet the word *"mengantre"*. When reading sentences that have not been said smoothly, students have difficulty when they meet words with more than 2 syllables. When asked the contents of the sentence students are able to answer correctly.

Ninth, the last subject is 3rd grade students with one child with the results that students are able to pronounce the alphabet correctly and fluently. Student M reads word for

word without spelling, it just takes time and the word *"mengantre"* is read by students as *"mengantar"*. When reading the word *"minimarket"* students also read it *"miniraket"*. However, when asked about the contents of the sentence, the students were able to answer correctly.

Discussion

Reading is a receptive skill that is active in addition to relying on the eyes as the main means that can translate letter symbols in writing can also improve understanding of vocabulary (Alwiyah Wijaya, Astri Sutisnawati, 2020). Reading in Indonesian language education can be called a driver from other sciences (Oktaviyanti et al., 2022). Therefore, the ability to read a student is very necessary for the smooth teaching and learning process in schools. Reading is the beginning of understanding the systematic teaching and learning process (Arini et al., 2022).

The activity of reading a sentence certainly has a goal that the

reader wants to achieve. Novi and Tatat in (Hidayati, 2016) some of the goals of reading are as follows: pleasure or hobby, perfecting reading aloud, using certain strategies, updating their knowledge about a topic, relating new information to information they already know, obtain information for spoken or written reports, confirm or reject predictions, conduct experiments or apply information obtained from texts in other ways, and learn about the structure of texts and answer some questions.

Reading difficulties are abilities or difficulties experienced by a child in the learning process including reading, pronunciation, writing difficulties, and not infrequently coding numbers and letters can be difficult (Khairun et al., 2021). The term reading disability in education is educationally handicapped, these children will follow the education process and need special education services where education depends on

the level of difficulty (Dahlia Abdullah, 2016). This special handling can be in the form of tutoring outside school hours, so it does not interfere with the process student learning.

A. Identification of many students with reading difficulties at SDN Polokarto 01

Individual differences in education are real and it would be wrong to expect every individual to be able to learn at the same rate (Ulu & Akyol, 2016). The two most important skills that affect reading fluency are word recognition and vocabulary knowledge (Gedik & Akyol, 2022).

In the lower grades of SDN Polokarto 01, there are still students who have reading difficulties. The total number of students is 9 children with different difficulty characters. The homeroom teacher sees the ability of the children in the class to vary, there are students

who respond quickly and some take a long time to respond. Students who have reading difficulties have slower responses. So that learning is often left behind and as if learning is like repeating from scratch (learning repeats from the learning process to read). Students like that should be given separate lessons and then when they are outside they are asked to take private lessons and when at home their parents are asked to guide them.

Based on the results of previous studies, information was found that learning difficulties in reading were the most common type of learning difficulties faced by early grade or low grade elementary school students (Hasanah & Lena, 2021). There are about 85% of early elementary school students who are identified as having learning difficulties,

having major problems related to reading and Fauzi language skills in (Hasanah & Lena, 2021).

In line with the results of the study above, it is clear that having difficulty learning to read is a problem that is quite often faced by our students, especially in low grade students. This reflects the condition of education that has not been good, because these problems will result in new problems that will be faced by both students and educational institutions. For example, a new problem that has been found based on the results of interviews is that students with reading difficulties often miss the material or do not understand the lesson because students have a slow response or are disturbed in the process of understanding the material

because it is like they have to repeat from learning to read.

B. Factors that influence students having reading difficulties at SDN Polokarto 01

As for Internal factors that cause students to have difficulty reading from the results of homeroom teacher interviews are as follows: influenced by the IQ of students, too much play, lack of learning, lazy, and unstable emotional factors. Furthermore, external factors are as follows: lack of parental guidance when study at home.

Through this reading delay factor, we will find out which aspects of the location of the reading delay in each student (Permatasari, 2021). In research (Udhiyanasari, 2019) explained the factors that cause children to have reading difficulties are as follows:

Internal factors: Interest in reading is something that arises consciously in a child, therefore interest needs to be developed by parents or teachers will be able to bring goodness to children, motivation for teaching and learning activities in the classroom will run smoothly if students have good motivation. So that it can achieve the goals in learning, there are 4 language skills, namely reading, speaking, listening and writing. Everything must be done regularly so that students can have good reading skills.

External factors In this case is how the environment supports students to love reading activities. This can be realized by having clean and adequate library facilities, so that students are happy to carry out reading activities in the school library.

C. Efforts to overcome reading difficulties in students at SDN Polokarto 01

As an underlying ability, early reading skills really need the teacher's attention (Asri et al., 2021). Teachers in dealing with difficult students are required to have the ability to plan learning methods and media that are able to have an impact on students. In addition to (Adusei-Bonsu, 2021) explained that teachers also researched the most effective teaching strategies, found activities that motivate students, and the role of teachers in developing the knowledge of students with reading difficulties. The development of children's reading skills is supported by the literacy environment around the child (Erika et al., 2021).

The three teachers of SDN Polokarto 01 agreed with the efforts taken to overcome students with reading difficulties, namely through reading lessons outside the classroom or learning. In addition, one teacher asked parents to invite their children to read for at least 30/10 minutes to be taught to read from the reading given by the teacher. The role of communication between teachers and parents has a strong enough influence on the early reading ability of elementary school students (Walimah, 2021).

Two of the three teachers said the efforts that had been made so far had shown progress little by little. Although sometimes after the holidays students forget. Maybe it's because you don't study at home. So that

additional hours are needed to study at home. However, one teacher said that the students had not shown any progress, which could be said to be lacking. Maybe because the current guidance process has only been running for 2 months (new grade 1 teacher).

The teacher's efforts to overcome reading difficulties are that the school provides additional hours for children during breaks and after school, the teacher also makes an individual approach through private guidance in the classroom and the existence of communication activities with parents as a form of collaboration between parents and teachers in overcoming difficulties in learning to read. experienced by students, besides the efforts made by the teacher by inviting children to the library to read (Saliza, 2016).

D. Difficulty in guiding students with reading difficulties

The difficulties faced when providing guidance to students with reading difficulties are quite varied, including IQ factors or children's intelligence, students who learn less extra, lack of concentration, fun playing alone when the teacher explains, when after the holidays students sometimes forget, and their children when asked to read at home difficult but when in class he wanted even though he had to. Of course, supervisors are required to have extra patience in dealing with students who have reading difficulties. The teacher as a supervisor in the class should find a method or develop a good learning media to overcome the difficulties experienced by students.

Based on the results of observations made by previous researchers, the biggest obstacle in efforts to overcome reading difficulties in students is the lack of motivation from students to learn to read and cooperation between parents and the school (Udhiyanasari, 2019).

Koswara in (Arminingtyas & Ruhaena, 2018) that children who have difficulty learning to read at the beginning have the following characteristics or characteristics: reading in reverse what is read, such as: duku is read must, d is read b, or p is read q, points to each word that is being read, traces each line downward reading with fingers, moving head instead of moving eyes, placing books in odd ways, placing books too close to eyes, frequently looking at pictures,

if any, mouth quivering while reading, reading word for word, reading too much fast reading, expressionless reading, analyzing but not synthesizing, and having an odd or tense tone of voice that signals hopelessness.

In line with the characteristics and characteristics that have been conveyed by Koswara, it has been seen in students during observations. However, in the results of observations, not all traits or characteristics appear in students. Therefore, the researcher wants to describe the results of student observations based on each level of student education.

Based on the results of observations in grade 1 students as many as five children, researchers can interpret as follows. In the ability to recite the alphabet

from the five observed students, only two children were able to pronounce the alphabet quite well and fluently. Then when asked to read the word fragments that should be without spelling, but all students have not been able to read without spelling each syllable. There were even two students who said they could not read when they were asked to read word fragments. And when asked to read a series of sentences, some students only read two or three words and then said they could not read. This indicates the existence of desperation not the lack of student effort to try.

The results of observations on grade 2 students showed that two out of three students had difficulty pronouncing the letters of the alphabet. Although only certain letters such as "Q" read "O"

and "V" read "F". When students are asked to read a word, only one student is able to read without having to spell it even though he reads in a long pose. The same thing is also seen when students are asked to read sentences. However, when asked about the contents of the third sentence, Mamu students answered after a long process. Of the three students have all the characteristics and characteristics listed above except for one student who reads too fast. Sometimes he reads too fast (such as guessing the word he is reading) resulting in misreading.

The results of observations on grade 3 students showed that students were able to pronounce the alphabet correctly and fluently. Students when asked to read snippets of words were able to

read without spelling, but words with more than two syllables were read in a long process. In addition, students when reading are also in a hurry so that words that are long enough to read with other meanings. For example, the word "mengantre" is read by students as "mengantar". When reading the word "minimarket" students also read it "miniraket". However, when asked about the contents of the sentence, the students were able to answer correctly.

From the results of the observations above, the nine students have characteristics that are identical to the results of the theory that has been put forward by Koswara. So from the nine students it can be concluded that they have reading difficulties.

CONCLUSION

Based on the research of students who have reading difficulties

at SDN Polokarto 01. Researchers found several varied problems, 1st grade students have difficulty pronouncing the alphabet and reading words. Grade 2 students have difficulty switching alphabets, reading with spelling, and reading with less clear intonation. Then for grade 3 students reading also still needs to be spelled, then when finding words with more than two syllables students also have difficulty.

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