

ANALYSIS OF THE CAUSES OF READING DIFFICULTIES IN CLASS V STUDENTS OF SDN 3 SUKAMANAH

¹Putri Rahmayanti, ²Cece Rakhmat, ³Deni Chandra

PGSD FKIP Universitas Perjuangan Tasikmalaya

¹rahmayantiputri844@gmail.com, ²cecerakhmat@upi.edu, ³denichandra@unper.ac.id

Abstract

Many factors cause the low level of literacy among Indonesian society, namely (1) internal factors (2) external factors. Based on the results of research observations at SDN 3 Sukamanah which is in Cisingkah hamlet, Sukamanah village, Sindangkasih sub-district, Ciamis district, there are problems that indicate there are students who cannot read, one of which is class V, with 5 students declared unable to read. This situation shows that there are factors that cause reading difficulties in students. So the aim of this research is to analyze reading difficulties in class V students at SDN 3 Sukamanah. This research method uses qualitative descriptive research. In this research, the data collection techniques used by researchers are tests, observations, interviews. Based on the results of observations and interviews conducted by researchers regarding children who have difficulty reading, researchers analyzed 3 aspects of reading word order, understanding sentences, and paying attention to punctuation. There are 2 factors that can cause children not to be able to read, namely internal factors and external factors. .2 out of 5 students studied, namely JCM and MMF, experienced intellectual factors. FMS, HAM, JCM, MMF, and RPP also experience internal factors, namely psychological factors, then 3 out of 5 students, namely, FMS, JCAM, MMF, have inhibiting factors from the family.

Keywords: *reading, internal factors, external factors*

1. INTRODUCTION

Reading is an ability that should be mastered by students at various levels of education, including Elementary School (SD) / Madrasah Ibtidaiyah (MI). "Reading is an important skill that is needed in the learning process at school and in everyday life" (Harianto, 2020). Reading as a skill taught in schools with the aim that students can understand the meaning contained in the reading so that readers can understand the content of the reading. Reading is where the reader carries out the process of understanding the message that the author wants to convey through the words he writes.

According to Hornsby (in Mulyono, 2016), "Many children can read fluently but have not been able to understand the content of the reading. This suggests that reading ability depends not only on the motor maturity of the eye, but is also related to the stages of cognitive development." Therefore, reading has the ultimate goal of understanding reading, but children now do not fully understand it, and this shows the ability to read not only with the ability to move the eyes, but with cognitive development

In the process of reading, we often find situations where someone or students are not interested in reading because their desire is so weak in the students themselves. In this case, there seems to be a cause that makes students not want to read and makes them difficult to read. The reading difficulty must be treated immediately so that it does not have a serious impact on the learning outcomes of students.

Many factors cause the low level of literacy among Indonesian people according to Kartini (2023) "Students have difficulty reading in learning caused by (1) internal factors (2) external factors". Internal factors refer to things from within each individual such as lack of free time, prioritizing play over books, lack of interest in books, and low awareness of the importance of

reading. External factors include aspects that come from outside the individual, such as lack of parental encouragement and lack of reading habits in the environment.

Rasmini (2023) suggests that, "Many children are reluctant to read compared to children who like to read. The causes of this behavior involve a variety of factors, including internal factors originating within the individual himself, as well as external factors such as family and school environments". Reading difficulty factors according to Rasmini (2023), "Reading difficulties in learners can be caused by internal factors, which refer to aspects within the child. This factor involves physical, intellectual, and psychological in children". The cause of reading difficulties in students comes from external factors, one of which according to Slameto (in Hendri, 2019), namely family conditions and school conditions.

Based on the results of research observations at SDN 3 Sukamanah located in Cisingkah hamlet, Sukamanah village, Sindangkasih district, Ciamis regency, there are problems that show that there are students who cannot read, one of which is class V, with 5 students declared unable to read. Students who are unable to read are selected based on interviews from class teachers, interviews with students, and evidenced by direct observation by researchers during the reading process.

This shows that there is a serious problem faced by basic education, namely with many students who cannot read. "There are four characteristics of students who cannot read, including: (1) lack of reading habits, (2) errors in recognizing words, (3) errors in understanding, (4) the presence of other symptoms" (Ulfiatul, Faturrohma & Purbasari, 2021). In addition, based on the results of previous research, Sri (2020) revealed that, "Reading difficulties in students are lack of recognizing letters and lack of understanding sentences". This situation shows that there are factors causing reading difficulties in students. Based on the description of the problem above, the purpose of this study is to analyze reading difficulties in grade V students of SDN 3 Sukamanah.

IMPLEMENTATION METHODS

This research method uses qualitative descriptive research, because this study wants to describe (describe) related to how the causes of reading difficulties in students. In this study, the social situation was grade V SDN 3 Sukamanah and 5 students who had difficulty reading. In this study the data collection techniques used by researchers are by tests, observations, interviews. The type of data used in this study is primary data.

The data obtained from the results of the study were reduced first. Data reduction is a simplification process by selecting information that has meaning, thus facilitating the process of drawing conclusions" (Niluh, 2021). Furthermore, display data "Display data is a stage of compiling information systematically with the aim of reaching conclusions from research results" (Zainal, 2018).

In this study, the form of data presented is description data that describes reading difficulties in students. Furthermore, conclusion and verification "Drawing conclusions is the final step in data analysis, where researchers consider data reduction and focus on problem formulation and research objectives. This conclusion is taken as an answer to the problems that have been identified" (Niluh, 2021). Data about students who have difficulty reading are interpreted and then analyzed to obtain conclusions.

RESULTS AND DISCUSSION

Based on the results of research that has been conducted regarding the analysis of reading difficulties in grade V students of SDN 3 Sukamanah, Sindangkasih District, Ciamis Regency and 5 students identified reading difficulties. based on the results of an interview with Mrs. S as a grade V teacher that students who have difficulty reading when learning takes place. The five students could not read words, understand sentences, and pay attention to punctuation. Therefore, the school provides complete basic reading books and learning support for students who have difficulty reading

which are placed in the classroom (reading corner) and in the library. Based on the results of the interview with Mrs. S, it is in line with the results of observations of students' reading skills, which are as follows:

Table 1 Observation Results of Reading Difficulties in Students Named FMS

No	Aspects Studied	Indicators	B (√)	BB (√)	TB (√)
1.	Read wording	Stringing wording		√	
2.	Understanding sentences	Understanding reading sentences		√	
3.	Pay attention to punctuation	Fluency of learners reading with punctuation		√	

Information:

B:Can

BB :Not yet

TB :Cannot

Based on table 1, it shows that students with the initials FMS at the time of observation in reading the word arrangement of these students have not been able to because there are words that are skipped and not read and there are words that are reversed such as should be read "in a house located" but become "in a house located a". In understanding FMS sentences still can't, he sometimes doesn't understand what he reads. And in fluency reading by paying attention to punctuation, FMS still cannot even every reading he stops suddenly even though in the reading there is no period punctuation (.) or comma (,).

Table 2 Observation Results of Reading Difficulties in Students Named Human Rights

No	Aspects Studied	Indicators	B (√)	BB (√)	TB (√)
1.	Read wording	Stringing wording		√	
2.	Understanding sentences	Understanding reading sentences			√
3.	Pay attention to punctuation	Fluency of learners reading with punctuation			√

Information:

B:Can

BB :Not yet

TB :Cannot

Based on table 2, it shows that students with the initials HAM at the time of observation in reading the word structure of these students have not been able to because there are many words that he does not read or skipped so that in reading the word arrangement HAM has not been able to. In understanding human rights sentences do not understand and do not understand related information in the reading which results in human rights difficult to know the message / content in the sentence. As well as in fluency reading with attention to tan

da read, HAM cannot read which results in him not knowing punctuation marks such as punctuation periods (.) and commas (,).

Table 3 Observation Results of Reading Difficulties in Students Named JCM

No	Aspects Studied	Indicators	B (√)	BB (√)	TB (√)
1.	Read wording	Stringing wording		√	
2.	Understanding sentences	Understanding reading sentences		√	
3.	Pay attention to punctuation	Fluency of learners reading with punctuation		√	

Information:

B:Can

BB :Not yet

TB :Cannot

Based on table 3, JCM's ability to string words is not very fluent, he is still confused about the words that

will be read in that case because JCM is not yet able to read. As for when you want to read, you must be guided to become the correct wording. JCM's ability to identify words is also still difficult and in terms of distinguishing letters he is also still difficult because JCM has to remember the letters in the word in order to be pronounced. In the activity of understanding the meaning in JCM reading, he has not been able to because he is also still difficult to construct a word and does not understand what he is reading. And even in punctuation, JCM still does not know the meaning of the use of punctuation marks such as period punctuation (.) and comma (,).

Table 4 Results of Observation of Reading Difficulties in Students Named MMF

No	Aspects Studied	Indicators	B (√)	BB (√)	TB (√)
1.	Read wording	Stringing wording			√
2.	Understanding sentences	Understanding reading sentences			√
3.	Pay attention to punctuation	Fluency of learners reading with punctuation			√

Information:

B:Can

BB :Not yet

TB :Cannot

In the activity of stringing the wording MMF cannot be because this MMF is also not able to read after being traced, it turns out that this MMF has not recognized the letters as a whole. The ability to understand the meaning of reading is also MMF cannot be he is also still difficult to read

and does not know what he is reading. In punctuation marks also MMF only knows its name such as titi (.) and comma (,), but it does not know the function or meaning of the punctuation mark.

Table 5 Results of Observation of Reading Difficulties in Students Named RPP

No	Aspects Studied	Indicators	B (√)	BB (√)	TB (√)
1.	Read wording	Stringing wording			√
2.	Understanding sentences	Understanding reading sentences			√
3.	Pay attention to punctuation	Fluency of learners reading with punctuation			√

Information:

B:Can

BB :Not yet

TB :Cannot

The ability to string together words he is able to but when there is a long word he must spell it first. The ability to understand the meaning in RPP reading is able to know it but he is able to distinguish letters but he has difficulty understanding the words or sentences he reads. In reading fluency by paying attention to punctuation, RPP can also read it and know the function of punctuation marks such as periods (.) and commas (,).

Based on the results of interviews with teachers, students who fall into the category of difficulty in reading are the initials FMS, HAM, JCM, MMF, and RPP. There are still students who do not know the letters, when reading also students still have to be guided to read them. Therefore, they still need more guidance in order to foster interest in reading so that they can be able to read.

Based on the results of interviews with parents of students with the initials FMS, HAM, JCM, MMF, and RPP who live in different locations. Regarding this can be seen from the educational background of the parents of their students where the majority of their parents' education is elementary school graduates, but in this case the parents of students always guide their children in learning to read but the time they guide students is to play, watch TV, and play games. Likewise, the culture of reading in his family environment is not fond of reading apalgi by collecting books.

Based on the results of observations, and interviews, conducted by researchers on grade V students of SDN 3 Sukamanah regarding children who have difficulty reading, researchers analyzed 3 aspects, namely:

1. Reading the wording,
2. Understand sentences, and
3. Pay attention to punctuation.

There are 2 factors that can cause children can not read, namely:

1. Internal factors are factors that come from within the child.
2. External factors are those that come from outside the child.

Some are included in internal factors, namely physical factors, intellectual factors, and psychological factors, then those that include external factors, namely the family environment, and school environment. Based on the discussion of the factors that cause children who cannot read, it can be concluded that from the five studied, 2 out of 5 students studied, namely JCM and MMF, experienced intellectual factors, namely the intelligence of students. FMS, HAM, JCM, MMF, and RPP also experience factors from within, namely psychological factors regarding the child's interest

and motivation, then 3 out of 5 students, namely, FMS, JCAM, MMF who have inhibiting factors from the family.

CONCLUSION

Based on the results of research and discussions that have been conducted by researchers regarding the factors that cause children who have difficulty reading in grade V elementary school, this study can conclude that the factors that cause children who cannot read in grade V students that occur at SDN 3 Sukamanah can be identified that based on aspects of reading word structure, aspects of understanding sentences, and aspects of paying attention to punctuation.

The factors that cause students to have difficulty reading are internal factors, namely physical factors, intellectual factors, and psychological factors, then which include external factors, namely the family environment, JCM and MMF experience intellectual factors, namely student intelligence. FMS, HAM, JCM, MMF, and RPP also experience factors from within, namely psychological factors regarding the child's interest and motivation, then 3 out of 5 students, namely, FMS, JCAM, MMF who have inhibiting factors from the family.

REFERENCES

- Aprilia, U. I., Fathurohman, F., & Purbasari, P. (2021). Analysis of initial reading difficulties of grade I students. *Journal of Educational Research and Development*, 5(2), 227-233.
- Hariato, E. (2020). Reading skills in language learning. *Didactics: Journal of Education*, 9(1), 1-8.
- Henry. (2019). Pedagogic Journal of Education. Factors Causing Students' Reading Difficulties at SDN 5 Panarung. Vol. 14. No. 2. Thing. 54-59
- Kartini, N. H. (2023). Analysis Of Factors Causing Initial Reading Difficulties Of Grade I Students In Indonesian Language Learning. *Holistika: PGSD Scientific Journal*, 7(1), 44-52.
- Mulyono, H. (2016, August). Improving Beginning Reading Skills by Using Image Media in Indonesian Learning in Elementary Schools. In *Proceedings of the National Seminar on Educational Innovation*.
- Rasmini, N. K., Pradnyana, P. B., & Son, I. P. D. (2023). Analysis of reading difficulties in grade v students of sd no. 1 pelaga in 2022. *Journal of Education DEIKSIS*, 5(1), 1-5.
- Simbolon, N. (2016). Improve Reading Comprehension Using The Circ (Cooperative Integrated Reading And Composition) Learning Model In Indonesian Language Lessons In Elementary Schools: Improve Reading Comprehension Skills By Using The Circ (Cooperative Integrated Reading And Composition) Learning Model In Indonesian Language Lessons In Elementary Schools. *Journal of Mutiara Pendidikan Indonesia*, 1(1), 58-69.
- Siregar, S. H. (2020). *Analysis of Inhibiting Factors of Early Reading Learning in Grade II Students of MIS Al-Hidayah Kelurahan Sari Rejo Medan Polonia* (Doctoral dissertation, State Islamic University of North Sumatra).