



## Reading difficulties and factors affecting reading difficulties of students of grade 1 elementary school

Siti Rohimah

Universitas Djuanda, Jawa Barat, Indonesia

### ABSTRACT

**Background:** Learning to read in elementary schools which is carried out at the first grade level is an early stage of reading learning or called beginning reading.

**Purpose:** The purpose of this study was to determine the extent to which new students in elementary school (grade 1) were able to read and to know the difficulties faced by students when reading and its factors.

**Design and methods:** The method used is a qualitative method using descriptive analysis. In this study, researchers went directly to the center of the field individually to obtain data from research subjects, while the subjects in this study were 1st grade elementary school students, 1st grade parents in several schools in East Bogor. The data collection technique used by the researcher is interviewing parents of grade 1 elementary school students and direct observation of students' abilities.

**Results:** The reading ability of grade 1 elementary school students who have been observed in the reading test there are some students who are fluent in reading without help and without stuttering. There are two factors that affect reading difficulties, internal factors and external factors. Internal factors can be seen from the physical students. Physical weakness can affect reading difficulties. External factors of students that can affect reading difficulties are factors from the social environment and the most influential is the role of parents who accompany children to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills.

**Keywords:** reading difficulties; factor of reading difficulties; beginning reading level

### Introduction

Reading is one aspect of language skills that is learned in elementary school with the aim that students understand the meaning contained in the reading so that they are able to understand the contents of the reading well and correctly. Therefore, children must learn to read. So, their reading abilities make it easier for them to learn. With reading and writing skills, a person can understand various kinds of information contained in writing correctly (Saonah, 2018). Reading is also one of the skills to get information which includes content and reading comprehension. The ability to read is a very important thing for a student to have (Pratiwi, 2020).

Reading is an ability that must be mastered by students in elementary schools because the ability to read is directly related to the entire student learning process. Students are categorized as ready to read when they are able to identify or understand the meaning of words from objects mentioned by others, even though students have not been able to sound the letters of the name of the object (Pratiwi & Ariawan, 2017).

**CONTACT** Siti Rohimah ✉ [rsiti5582@gmail.com](mailto:rsiti5582@gmail.com)

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Learning to read in elementary schools which is carried out at the first grade level is an early stage of reading learning or called beginning reading. Mastery of early reading skills has a strategic value for mastery of other subjects in elementary school. Therefore, it is necessary for all elementary school students to be able to read and have fluency in reading. By the time they enter elementary school, the new students are already able to read. Some schools implement a test system for new students. One of the tests conducted at school is a reading test to see how far new students are able to read. When learning takes place students can follow the lesson and can read.

Entering elementary school in grade one, a new student is no longer start to read—which still mentions separate alphabets. However, the student must be able to read a sentence and be even able to read paragraphs. So the first grade teachers do not only focus on teaching to recognize letters but can already teach reading stories. Furthermore, during the test, the students are able to read the questions themselves without the help of the teacher.

The ability to read for students is seen as a determinant of success in their learning activities at school. It is because all subject matter in various fields of study taught in schools requires an understanding of concepts and theories that must be understood through reading activities. With the ability to read correctly and reliably, students have the basic capital and the main determinant of success in various subjects; On the other hand, failure to master the ability to learn to read will be an obstacle or even a source of failure in student studies at school (Fauzi, 2018).

At the time of entering elementary school students are required to be able to read but in reality many students are not able to read and even students do not know the alphabet or letters. So that when entering elementary school students are able to read paragraphs without having to be guided and have entered the next reading stage, only because there are some students who have not been able to read so students are taught to read at the initial stage.

Beginning reading is one aspect of language skills that lasts for two years for the first grade and second grade levels of elementary school. Reading at the initial level is a learning activity to recognize written language and students are required to voice the symbols of language sounds.

Students' ability to read dilators is influenced by factors both external and internal factors. Internal and external factors can be seen from the psychological aspect, namely the physical health of students, physical weakness also affects student learning, besides the role of physiological functions in the student's body that greatly affects the five senses. The five senses are very important in the learning process. External factors can be seen from the social environment (Mardika, 2019).

Other factors that affect reading barriers in children are mistakes in recognizing words and recognizing letters, mispronouncing, changing places, not recognizing words, and rushing when reading. In addition, also showing the behavior of refusing to read, crying, or trying to fight teachers or parents become obstacles in reading for students.

Students who have difficulty learning to read show low learning outcomes in other subjects. This means that learning difficulties in reading are associated with low student learning outcomes in other subjects. The form of difficulty learning to read which has the most dominant tendency faced by all students, namely reading comprehension errors (Fauzi, 2018)

The purpose of this study was to determine the extent to which new students in elementary school (grade 1) were able to read so as to know the difficulties faced by students when reading and to find out the factors that make it difficult for children to read.

## Methods

The method used is a qualitative method using descriptive analysis. Qualitative research is research conducted by explaining, describing, and outlining the main issues to be discussed in the study related to the difficulty of learning to read at the beginning, then deductive conclusions are drawn. So the qualitative approach does not use numbers but in the form of elaboration in sentences. Quantitative research aims to produce descriptive data in the form of words and writings from people whose behavior is observed. In this study, researchers went directly to the center of the field individually to obtain data from research subjects, while the subjects in this study were 1st grade elementary school students, 1st grade parents in several schools in East Bogor.

The data collection technique used by the researcher is interviewing parents of grade 1 elementary school students and direct observation of students' abilities. Students will be given several sentences and paragraphs that will be read by the student. Interviews were conducted by researchers to parents by asking several questions related to the title of the study in the form of a questionnaire. The answers given by parents will be analyzed by researchers to obtain an overview of factors that affect students' reading abilities and difficulties. Observation is the process of systematically seeing, observing, observing, and recording behavior to obtain data so that it can be used to provide a conclusion or diagnosis. (IM Pratiwi & Ariawan, 2017)

The data analysis techniques used are data reductive, data presentation and conclusion drawing. The interview data seen in the writing are then simplified and focused according to the topic of the problem. The data that has been reduced is then arranged according to the problem section. The data that has been compiled is then described and analyzed. After the data is reduced and analyzed the researcher will draw conclusions from the data that has been obtained from the results of interviews and observations.

Data collection aims to adjust and obtain data regarding reading ability, methods used by parents and factors that influence reading activities. Data validation in this study using triangulation Triangulation is a process of utilizing various perceptions to clarify meaning, verify the possibility of repetition of an observation or interpretation with the principle of no repeated observation and interpretation (IM Pratiwi & Ariawan, 2017). This study uses data triangulation the results of interviews with parents and teachers of grade 1 elementary school and results of reading observations of grade 1 elementary school students.

## Findings & Discussion

Researchers conducted observations by conducting a reading test to 7 grade 1 students. The researcher recorded the results of the five students' reading ability tests. The following are the results of the seven students' reading tests.

*Field notes 1*, student A already knows vowels and consonants. If reading is still required to be spelled in syllables, for example reading "Mother Budi is cooking." The student will read the words "Mother Ibu, Budi Budi, are currently cooking". Student A still finds it difficult to combine syllables into a sentence.

*Field notes 2*, Student B when reading is still often confused between the lowercase letters d and b and is more familiar with capital letters than small letters when reading. Student B lacks focus. Even when reading, student B is still often distracted by things around him. Student B prefers to read accompanied by pictures because if there are pictures it is more interesting.

*Field notes 3*, student C is fluent in reading words and phrases. However, when the words are combined it is still quite choked up. The addition, replacement and subtraction of words are often done by student C. For example, the researcher gives the word "Risa is cooking Vegetable Lodeh" to "Risa is cooking Vegetable Lodeh". When student C finds a word or sentence that he finds difficult, he will frown as if he is thinking about the right word to say.

*Field notes 4*, student D is already fluent in reading words and phrases fluently. Student D reads without spelling it first. Student D is very excited when he is reading he can be the focus while reading. Student D is able to combine the words mentioned by the researcher without having to write them down first.

*Field notes 5*, student E is able to spell the alphabet into words but has not been able to combine the first and last syllables. Student E only remembers the last syllable so that when asked to combine all the syllables, student E has difficulty and often calls out words. When reading sometimes the researcher helps student E by mentioning the syllables in front of him.

*Field notes 6*, there are 2 students, namely students F and G are able to read without having to spell it first. Students F and G are able to read paragraphs. When the story books were given, students F and G were able to read them without stuttering.

In addition to field notes on the reading ability of 1st grade elementary school students, the researcher also conducted interviews with parents of students to find out the factors of children's reading difficulties. The researcher gave several questions to one of the students' parents and one of the teachers at the elementary school. Due to the pandemic, the form of interview used is an interview via google form in the form of a questionnaire distributed to 10 parents. The following is the percentage of answers to the questionnaire from parents of grade 1 elementary school students.

*The first question*, 100% of parents agree that reading activities are the basis for mastering various subjects.

*The second statement*, 80% of parents agree when entering elementary school the child is able to read

*Third statement*, 50% of parents agree and 50% of parents disagree with holding a reading test at the time of entering elementary school,

*Fourth statement*, 70% of parents "agree" Reading activities are not only carried out at school but at home, reading activities are also carried out.

*Fifth statement*, all parents "agree" with direct parental guidance and motivation to help increase children's reading motivation.

*Sixth statement*, 90% of parents "agree" that their child's interest in reading is lacking because the child has not been able to know some letters.

*The seventh statement*, 90% of parents "agree" that children still often exchange letters.

*The eighth statement*, 100% of parents "agree" the child prefers to read readings accompanied by pictures, the

*ninth statement*, 50% of parents "agree" and 50% of parents "disagree" the child has difficulty reading a sentence.

*The tenth statement*, 70% of parents use the method of reading the alphabet to their children.

*The next statement*, 70% of parents "agree" that children are easier to read by reading starting with the word first, for example the word: mama, when reading is divided into two parts "ma-ma"

*Twelfth statement*, 100% of parents "agree" it's easier for children to read pictures.

*The thirteenth statement*, 50% when teaching children to read, parents provide examples of pronunciation first.

*The fourteenth question*, 80% of parents "agree" when reading children easily lose concentration.

*The fifteenth statement* 80% of parents "agree" that gadgets trigger children's loss of concentration while reading.

*In the sixteenth statement*, 100% of parents think that the lack of availability of reading books is a factor inhibiting the reading process.

*The seventeenth statement*, 100% of parents think that a less conducive environment makes children easily distracted when reading.

Based on the reading test results for grade 1 elementary school students, the reading abilities of grade 1 elementary school students are very diverse. The test results showed that some students were able to read well without being assisted and some students still had difficulty reading. The difficulties experienced by students when reading are: (1) reading diphthongs, double vowels and double consonants, (2) not being able to read sentences, (3) reading still stuttering, (4) reading carelessly, (5) quickly forgets the words he spells, (6) adds and replaces words, (7) the spelling time is quite long.

The ability of students to read in grade 1 SD is called pre-reading. At the initial stage, it focuses on mastering technical aspects which aim to train voicing written symbols correctly, good pronunciation, and reasonable intonation in reading. At the initial reading stage, students are taught to recognize letters and connect letters to make words. At the time of reading this beginning, the teacher or parent will see the difficulties experienced by students in reading. In learning the mistakes made by students when reading are called reading difficulties.

Reading difficulties are usually considered to only occur in students who have disorders such as dyslexia even though there are many cases of reading difficulties experienced by students without a history of any abnormality. When students are in grade 1, there are still many teachers and parents who think that those who have difficulty reading will read fluently when they go to grade later. So that students who have difficulty reading get less attention from the teacher at school.

Characteristics of reading difficulties related to inappropriate reading activities in the form of tension when reading and showing refusal to read behavior. The characteristics of word recognition errors include omissions, insertions, replacements, misspellings, not recognizing words and stammering when reading.

The pattern of learning to read by parents and teachers tends to be static and classic. All activities are carried out without any effort to improve reading skills and students will continue to repeat the same mistakes. Analysis of reading ability is very important for teachers and parents to identify the difficulties students have so that they can be given appropriate treatment.

Errors when reading that are not immediately addressed so that it has an impact on students' reading abilities. Students who are unable to read will have difficulty understanding the information contained in textbooks and written sources.

Students' reading ability is supported by several factors, namely internal factors and external factors. Internal factors can be seen from the physical and psychological health of students. Weak physique will affect students' ability and students will have difficulty reading. External factors can be seen from the state of the social environment.

The social environment of students both at home and at school. The social environment of students in the home environment is the most important in the family environment. Family environmental factors that affect reading difficulties include the background of students, the way parents educate students at home and student behavior at home are the most influential on students' reading difficulties. In the process of reading the role of parents is very

influential on students' reading ability. Students who are in reading activities at home accompanied by their parents will reduce students' reading difficulties, because parents participate in the students' reading process while at home. Students will be more enthusiastic when reading is accompanied and motivated by their parents. special attention to grade 1 students is very important to know the growth and development of students in addition to good parental supervision and can directly affect the students' reading process.

Lack of parental attention to children when reading can be a factor that affects children's barriers to reading. Children who at home do not have support for reading and repeat reading lessons at school can make it difficult for children to read. The home environment is less conducive and children are more likely to play at home and with the development of current technology, children are more focused on playing gadgets than reading books at home. In addition to these factors, the lack of interest and motivation of the students themselves is a factor that affects reading difficulties.

## Conclusion

Based on the results of descriptive research on reading difficulties and the factors of reading difficulties in grade 1 elementary school students, it can be concluded as follows:

The reading ability of grade 1 elementary school students who have been observed in the reading test there are some students who are fluent in reading without help and without stuttering. -brick and some children still have difficulty reading. Reading is the basis of students in carrying out learning activities, so a student who is fluent in reading can understand a writing in participating in learning.

Reading difficulties are influenced by several factors. There are two factors that affect reading difficulties, internal factors and external factors. Internal factors can be seen from the physical students. Physical weakness can affect reading difficulties. External factors of students that can affect reading difficulties are factors from the social environment and the most influential is the role of parents who accompany children to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills.

The strategies or methods used by teachers and parents are still static and classic. Teachers and parents still consider students who experience reading errors to be considered normal without any treatment. The role of teachers and parents in analyzing reading skills is to determine the extent to which students are able to read and if they have difficulties, they can be helped by providing a reading stimulus to students.

Suggestions for this research are

parents are expected to provide support to children in reading problems. Parents are expected to motivate their children to read. Parents can further improve the strategies they use to make their children read fluently and foster their interest in reading.

Parents and teachers can work well together to find out the development of children's reading at school and at home so that children's reading activities are more focused. Parents pay more attention to their children when studying at home and monitor their children's learning activities.

First grade elementary school students can continue to practice reading while reading at home and students can continue to develop an interest in reading. Students who still have difficulty reading are expected to be more diligent in reading and further improve.

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