# Factors of Students' Reading Lateness

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ABSTRACT

**Background:** Reading is still considered trivial by Indonesian, especially parents of students.
**Purpose:** This research aims to find out what are the factors that cause students to be late in reading.
**Design and methods:** This research use a type of literature review research method. researchers seek information about research from several relevant journals and articles, read and record information obtained from data sources and compile research articles from data and information that has been collected. The author will discuss the factors of delay in learning to read in students
**Results:** Some of the factors that students to be late in reading are**:** 1) external factors that can cause reading difficulties are family and school conditions and 2) internal factors that are found in the individual himself

Keywords: reading delay; reading late factors; reading ability

## Introduction

Education is a very important process in human survival. For a country, education is one of the capital to achieve progress. Through education, it is hoped that a new generation of higher quality will be created in developing the life of the nation. Education also plays an important role in the defense system of a country and the competitiveness of a nation.

Especially in Indonesia, which has a large population. The younger generation in Indonesia must have a good education and have self-quality that can compete anywhere. Education in schools is not only writing but reading is very important.

Students who can read well will find it easy to listen and write lessons. Being able to read well is very important, because reading continuously in writing is also listening. Therefore, students in Indonesia must be able to read well so that it is easy for him to absorb the knowledge he gets.

Reading is one of the four language skills. Reading is a process that is carried out and used by the reader to get the message that the writer wants to convey through the medium of words/written language. Reading as one aspect of language skills that contains meaning that is not always the same for everyone, there are those who view reading as a passive process, some say that reading is an active cognitive process. However, reading is essentially the ability to pronounce the sound symbols of language and understand their meaning.

Reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities. As a visual process, reading is a process of translating written symbols (letters) into spoken words. As a thinking process, reading includes word recognition activities, literal comprehension,

interpretation, critical reading, and creative understanding (Rahim, 2008). In line with that, Finonchiaro defines reading as an attempt to pick and understand the meanings contained in written language, both implied meanings by processing information, syllabus, syntax and semantics (Tarigan, 2008).

Learning to read in elementary schools is carried out according to the distinction between early and high grades. Learning to read in early grades is called preliminary reading and in high grades it is called advanced reading. In grade 1 elementary school students, early reading is an early stage process. Students acquire the ability and master reading techniques and capture the content of reading well. Putra (2017) stated that individual reading readiness involves himself and his learning experience at school, and the factors of reading readiness are physical readiness, psychological readiness, educational readiness and IQ readiness. Paramita (2013) said that reading ability is one of the keys to student success in achieving progress because with reading skills students will find it easier to dig up information from various written sources.

Meanwhile, reading ability can be interpreted as the ability or ability to be able to understand the information contained in the reading to achieve the goals of reading activities. Understanding reading is closely related to how to find information that is clearly expressed (expressed), and information that is revealed vaguely and indirectly (implied) from a reading text. Comprehension of reading content is the main goal of reading lessons in language teaching, and is the main target of reading tests. Reading ability is sometimes necessary to ascertain the level through measurement by administering a reading test. The purpose of the reading test is to determine and measure the level of ability in understanding reading material.

In addition to being able to read well, students must also be able to spell the letters correctly, pronounce the arrangement word for word so that they can read out sentences clearly and can be understood by themselves or by many people. When students can read well, their communication will be good, they can communicate with anyone other than teachers, friends or parents. Therefore students are required to be able to read well so that he has its own meaning in absorbing the knowledge and information he gets.

In Indonesia, interest in reading in children is very low, the culture of being fed in learning is still inherent in Indonesian children. The close relationship between increasing reading interest and increasing reading ability has been stated by experts including Buron and Claybaung in (Somadayo, 2011) stating that the level of achievement of one's reading comprehension ability is strongly influenced by what is called reading readiness. Readiness to read is in the form of intelligence, emotional maturity and interest, experience, ownership of spoken language facilities, attitudes and interests. They are more interested in being read than reading alone. So that many children are still not able to read well, especially in lower grades at the elementary school level.

In addition, reading is still considered trivial by the community, especially parents of students. When his child is in school and enters class, he learns with limited time, so that the time used is not optimal to improve what students have not mastered. In addition, when students finish school, most parents do not check what students learn at school. Parents just let it go when students are at home. Even though parents play an important role in the students' learning process, especially learning to read.

In addition to parents who play an important role in the process of learning to read for students, teachers are also very important in helping students to be able to read well. Unfortunately, in Indonesia, teachers in schools still do not utilize various and appropriate methods, models, strategies and learning media for learning to read. So that children are not interested in reading, whether it's reading theme books, story texts, questions, etc.

This research aims to find out what are the factors that cause students to be late in reading. So that by knowing these factors we can overcome reading difficulties in students. In addition, by knowing the factors that cause student delays in reading, we can improve the process of learning to read so that students are interested in being more active in learning to read well.

## Methods

This research uses a type of literature review research method or a qualitative literature study. The library study method is a method that is carried out by collecting a number of information or data through books, articles, scientific works, and other relevant sources that can support article writing. This qualitative research is in the form of a description or description carried out by reading and digging information through data sources. In compiling this article using data sources in the form of articles and journals taken from the internet.

The activities carried out in this research are: researchers seek information about research from several relevant journals and articles, read and record information obtained from data sources and compile research articles from data and information that has been collected. The author will discuss the factors of delay in learning to read in students.

The data validation technique in this study is source triangulation. In the triangulation technique, the researcher collects data from several journal and article analyzes.

## Findings & Discussion

To face this globalization era, all problems and information can be quickly known by the whole world through various existing media, including information about the development of science and technology. One of the activities used to disseminate information in learning, namely reading is one of the most important activities.

The reading tradition is not an ancestral tradition passed down to the current generation. The tradition that exists as a relic of the ancestors is the tradition of listening or listening. A person's reading ability is not formed just like that or has been carried since birth, but is acquired and developed gradually by being influenced by various factors.

It turns out that there are not a few factors that affect the delay of students in reading fluently. The following are some of the factors that cause delays for students to be able to read well and fluently.

### External Factors
One of the factors that cause reading difficulties is external factors, external factors that can cause reading difficulties are family conditions and school conditions. Slameto (In Mulyono Abdurrahman, 2003:52). Unfavorable family circumstances will affect the interest and motivation of students to learn to read, if there is no attention and encouragement from the family, students will not be able to learn to read well. Because family is the main factor for children to be enthusiastic in learning, especially learning to read. The state of the school also greatly influences students to be able to read well, because the school environment that supports and facilitates children to learn, especially in learning to read children will be motivated to learn to read well, either independently or guided by educators at school.

**Internal Factors**
Internal factors that cause students to be less fluent in reading according to Tarmizi, in (Farida Rahim, 2008:46) are:

a. Lack of Recognition of Letters
The difficulty of students recognizing letters is often encountered by educators. The inability of students to distinguish between upper and lower case letters is included in the difficulty category. The ambiguity of students pronouncing a letter often occurs, especially such as the letters: (b), (c), (d), (p), (v). In one of the articles that the researchers collected data on, there were 11 students who had difficulty reading in this letter, namely AY, AO, DK, FA, JN, KA, MH, OA, RB, CS, and YY. To determine whether students have difficulty recognizing letters can be done through informal testing or formal testing using letter recognition tests.

Characteristics of reading difficulties in the aspect of recognizing letters, namely difficulties in identifying letters and assembling the arrangement of letters, as well as flipping letters. Abdurrahman (2019) stated that the reversal of letters occurs because children are confused about the left-right or up-down positions. Reversal occurs mainly in letters that are almost the same as "d" with "b", "p" with "q" or "g", "m" with "n" or "w". Children's difficulty in recognizing letters can be influenced by their short-term memory. This is in accordance with the opinion of Amitya Kumara, A. Jayanti Wulansari & L. Gayatri Yosef (2014: 5) which states that short-term memory is useful in remembering series of letters and letter sounds, as well as in the process of spelling words.

b. Eliminating Letters
Eliminating letters is often done by students who have difficulty in reading, because of the lack of students in recognizing letters, sounds, language and sentence forms. In reading the missing letters usually occur at the beginning of the word. The difficulty of removing this letter is that students do not read one letter, word from the sentence or text they read. The omission of these letters is usually done by the inability of students to mention the letters that make up words. There are even letters that are deliberately not read because they are difficult to read. For example: Seven is read for seven, you are read as father, magazines are read as magazines and so on.

As Mulyono (2013, p. 51) said that people will be able to read well if they are able to see the letters clearly, are able to move their eyes agilely and focus on reading.

c. Reading Word For Word
Students who have difficulty reading word for word usually stop after reading a word, students will stop at one word before continuing to the next word. Reading word for word is often caused by students failing to understand the meaning of words or not reading fluently.

Reading word for word is indeed the initial stage of reading activities. However, if the student does not progress in this regard, then he is included in the category of students who face problems in remembering a series of letters and letter sounds, as well as in the process of spelling words. This can also result in children having difficulty recognizing letters which are influenced by short-term memory.

Abdurrahman M (2019) states that memory can be related to visual memory to recognize letter shapes or auditive memory to recognize letter sounds. Santrock (Rizkiana, 2016) states that difficulty in recognizing words can occur due to a lack of vocabulary, because mastery of vocabulary will facilitate them in the process of categorizing vocabulary as part of a group of words.

Lamb and Arnold in (Rahim, 2008) suggested several factors that influence reading ability, namely:

1. Physiological Factors

Physiological factors include physical health and neurological considerations. Disorders of speech, hearing, and vision devices can slow the progress of children's learning to read. According to some experts, neurological limitations and lack of physical maturity are one of the factors that can cause students not to succeed in improving their reading skills. Rahim (2011, p. 88) physiological factors can also be interpreted as the undeveloped ability of children to distinguish printed symbols, such as letters, numbers, and words, for example children cannot distinguish b, p and d

2. Intellectual

Factors Factors Intellectual includes the level of intelligence of children, namely the ability of students who are low compared to their friends so that students are slow in reading and have difficulty in participating in learning activities. In general, there is a relationship between the intelligence indicated by IQ and the average improvement in remedial reading. The level of reading intelligence itself is essentially the process of thinking and solving problems. Two people with different IQs will definitely have different results and reading abilities. The term intelligence is defined as an activity of thinking that consists of understanding the essentials of a given situation and responding to it appropriately.

3. Environmental Factors

The environment is basically very broad, there is a family environment, the environment around the house, the school environment and others. But there are several factors that we must know why children can be late in reading in environmental factors. The following factors affect children in learning to read late:

a. Background and experience of students at home

The environment which includes the background and experience of students affects their reading ability. Students will not find significant obstacles in reading if they grow and develop in a harmonious home, a home full of love, understand their children, and prepare them with a high sense of self-esteem. By having a family environment like this, it will be easier for children to learn to read well.

b. Socio-economic family of students

The socio-economic status of the child affects the child's verbal ability. This is because students who live with their families and are in a high socioeconomic level, their verbal abilities will also be high. This is supported by the facilities provided by their parents who are at a high socioeconomic level. It is different with children who live in families with low socioeconomic status. Their parents cannot meet the needs of their children and their children tend to lack self-confidence. In line with Rahim's opinion (2011, p. 93) that children from high socioeconomic backgrounds will provide many reading opportunities, in an environment full of diverse reading materials will have high reading abilities and vice versa with low socio-economic factors. .

4. Psychological Factors

There are several psychological factors that can influence in inhibiting children's learning to read, namely:

a. Motivation

The low motivation in reading interest in students can be seen from student participation in class when participating in learning. Examples that occur to students who are difficult and reluctant to ask about the material given by the teacher. Students tend to be quiet and accept all the information the teacher gives. They rarely give criticism, opinions or ideas. When the teacher asks the reason why students don't want to ask, most students feel confused and unable to ask (fear of not having quality questions). On the other hand, the quality of the questions can actually be traced from the results of their reading. Students who are not able to ask or provide questions are not qualified, possibly because they have not previously read about the material given by the teacher.

b. Interest

Reading interest is an encouragement to understand word for word and the content contained in the reading text (Dalman, 2017). Aryo Widyasmoro (2014) suggests that students' reading interest has a 33% effect on student achievement. This can be seen from students who have high learning achievement who have a high interest in reading. Sekar Arum Marlinawati (2013) suggests that through the use of picture story books, children's interest in reading can be increased. This can be seen from after the pre-action was carried out, interest in reading in children increased by 79%.

The supporting and inhibiting factors for reading interest in students relate to factors that influence the formation of student interest, namely personal experience, the influence of others who are considered important, cultural influences, mass media, educational institutions and religious institutions as well as emotional factors (Azwar, 2011: 30-38).

c. Social Maturity

*Emotions*

The rapid flow of entertainment through clothing equipment such as television and films to a certain extent is a fierce competition for people's interest in reading. Some children have a weak memory deficiency so that when taught, directed and guided by the teacher, children find it difficult to accept or respond to what has been taught. Because children are accustomed to seeing and hearing instead of seeing and reading so that children will be stuck in the process of learning to read.

*Adjustment.*

Differences in the ability and initiative of each individual are obstacles for children to be able to read well. For example, children prefer to read books with pictures, but when at school the books provided by the teacher do not have pictures, so children are lazy to read. The condition of students who get bored quickly and attention is easy to move makes educators have to provide encouragement for learning motivation.

The delay of students in reading fluently and well is influenced by several factors that have been explained by the researcher. Therefore, we as educators or parents can avoid or improve some of these factors so that students can read well. Especially the family factor which is very important to support, encourage individual interest in learning to read.

## Conclusion

Based on the research and the results of the discussion, it can be concluded that some of the factors that students to be late in reading are:

One of the factors that cause reading difficulties is external factors, external factors that can cause reading difficulties are family conditions and school conditions. Slameto (In Mulyono Abdurrahman, 2003:52). Unfavorable family circumstances will affect the interest and motivation of students to learn to read, if there is no attention and encouragement from the family, students will not be able to learn to read well. Because family is the main factor for children to be enthusiastic in learning, especially learning to read. The state of the school also greatly influences students to be able to read well, because the school environment that supports and facilitates children to learn, especially in learning to read children will be motivated to learn to read well, either independently or guided by educators at school.

In addition to external factors, there are also internal factors, internal factors are found in the individual himself. Students who do not learn, especially in learning to read, will definitely have difficulty when they are reading. For example, students who are reading do not recognize letters, eliminate letters and read word for word. This makes it difficult for students to read fluently and well.

According to Lamb and Arnold in (Rahim, 2008) suggested several factors that influence reading ability, namely: 1) Physiological factors according to Rahim (2011, p. 88) physiological factors can be interpreted as not yet developed children's ability to distinguish printed symbols, such as letters, numbers, and words, for example, children cannot distinguish between b, p and d. 2) Intellectual factors include the level of intelligence of children, namely the ability of students who are low compared to their friends so that students are slow in reading and have difficulty in participating in learning activities. 3) Environmental factors, the environment is basically very broad, there is a family environment, the environment around the house, the school environment, and others. If the surrounding environment is supportive, the child will be easy to learn, the child will be motivated to do so. So that when he reads there are no longer obstacles and the child can read fluently. 4) Psychological factors in this study include student motivation, interest in reading students, emotional maturity in students. If students are motivated to read, it will be easy when they read words, sentences and even a story. When the child already has an interest in learning to read, he will be able to control his emotions, so he will focus more on learning to read than following his wishes.

Of the several factors that have been mentioned, the family factor is the most important, a good family environment will encourage children to be better. The existence of support, attention, motivation from family, will emerge interest from themselves so that it is easier to learn, especially learning to read.

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