

Analysis of Factors Influencing the Lack of Literacy Skills of Class III Students at SDI AL-FURQON Academic Year 2024/2025

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Abstract

This service aims to describe the analysis of factors that influence the lack of reading ability of low-grade students. This service was carried out at SDI Al-Furqon, Lendang Berora Hamlet, Sigar Penjalin Village, Tanjung District, North Lombok Regency. What is the object of this problem are the factors that cause the lack of reading ability of lower-class students in Class III Elementary School students, where their age is around 9-10 years, namely the transition period after toddlerhood to childhood. Age in this research is what causes low reading ability in class III

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1. INTRODUCTION

Farida Rahim (2005: 1) explains that education is a crucial part of human life. The quality of human resources can be improved through training. Apart from that, education is a very important part in the formation of a country or nation. Interest is one of the determining factors for success in any field, be it studies, work, hobbies or other activities. Great interest motivates people to do good deeds. Interest attracts attention and allows someone to do something with enthusiasm for a long time. The development of science and technology demands that people enjoy reading. People who enjoy reading gain new knowledge and understanding, as a result increasing intelligence and being able to face life's challenges in the future better.

Education means the phase in which students are influenced to adapt as best as possible to the environment so as to cause changes in themselves as a result of which they are able to function in society. Education is a process that aims to enable students to follow circumstances using a synchronous environment using abilities and resulting in changes in the individual so as to enable him to function successfully in society. Reading comprehension is a strong desire and will to always read or always look for opportunities to read when the opportunity arises. "Every person (student) is obliged to communicate and encourage reading both themselves and through other people. We hope that in the future we can increase performance. Reading plays a very crucial role in a person's life, because reading can provide benefits for the reader. The benefits of reading include science, technology, education and entertainment. Readers actually want to know, receive, or gain inspiration, observation, and creativity conveyed by research through reading materials.

Students' reading ability is one thing that is important and basic for students during the academic year taught by their father/mother at school, but this does not always run smoothly as needed because it is hampered by several existing factors, both internal and internal, which affect reading ability. students are still low, of course this will affect the impact of students' learning at school. Students' low reading ability will certainly be a problem for the next class where students must be required to read fluently for the convenience of learning. Delays in learning lessons with friends generally occur in lower grades, namely in third grade in general. It is hoped that analysis of the factors that influence the lack of reading ability in lower grades can help teachers to find out the origins of the problems that damage elementary school students' learning abilities in order to be able to build effective learning to achieve planned learning goals.

The learning success of students who take part in the teaching and learning procession at school is mainly influenced by the acquisition of reading comprehension skills. Students with low potential reading abilities have difficulty participating in learning activities in all subjects. Students experience difficulty in calculating and understanding information contained in various textbooks, resource books and other written learning sources. As a result, their progress is slower than their peers who do not have reading disabilities. In the world of education, there are many problems that start from small things such as inadequate school equipment and infrastructure, which can cause a decline in students' learning abilities.

When implementing reading lessons, teachers are often faced with children who have difficulty learning to read, especially in the early grades. These problems include, first, lack of recognition of the alphabet, second, reading word by term, and third, inaccurate paraphrasing. To make this happen, it can be applied in the teaching and learning process which is a unit that has educational values. Educational values form the relationship between teachers and students. This relationship has educational value because the teaching and learning activities carried out are aimed at achieving goals that have been formulated before the learning is carried out.

According to the results of observations conducted by research conducted in class III of SDI AL-FURQON on Monday, August 5, 2024, the results showed that the teaching and learning process used an independent learning curriculum, but there were still some students whose reading skills were still low, causing students to lack in reading it is still low in learning.

In sync with the results of previous findings carried out by researchers together with the class III teacher at SDI AL-FURQON, a lot of information was obtained, one of which was related to using problem solving in learning. This results in learning activities or as a result of ineffective learning which is caused by some students whose reading ability is still relatively low, namely at the alphabet level, reading difficulties at this level are mostly in terms of the alphabet which is still read incorrectly, where students are still limited. are confused in reading the words in the reading book which causes them to fall behind in reading activities. Delays in reading activities are certainly a big problem because students are actually required to be able to read well in the next class in order to achieve the planned learning goals, this must of course be addressed by educators so that the problem of reading barriers can be overcome properly or using in other words, it can overcome the delays of some of these students so that the number of low students becomes smaller and reduced.

The findings resulting from observations carried out at SDI AL-FURQON on Monday 12 August 2024 at approximately 09-00 to 10-00 showed that the number of students who still

lacked the ability to read was 4 children, including 2 boys and 2 Of the total number of students in the class, there are 18 women.

The findings that will occur in the observations made in the lower classes, namely in class III, show that reading ability is low, there are only conflicts at the term level, amounting to 4 students out of 18 students in total.

As for the results of the interviews conducted using the AL-FURQON SDI teacher, namely the class III teacher in Indonesian language subjects, he said that there were 4 students whose reading skills were still low out of a total of 18 students. The data produced was through book reading tests carried out by researchers in class. Whatever the factors that influence the lack of reading ability of students, there are several factors, namely the first is physiological or physical factors, the second is psychological or character, the third is intellectual or cognitive, and the last is environmental factors or factors of residence or family. or residents (Juhaeriah, 2024, 10:00).

The problems found in the field are supported by Fitia Prameti's research, 2018, in a research journal entitled Analysis of factors inhibiting early reading for low class students even though the lesson is Indonesian. It shows that there are several inhibiting factors that produce students with low levels of slowness or ability. read it low.

Based on the background above, researchers are interested in examining in depth the factors that cause students' low ability to read and compiling them in a study entitled: "**Analysis of factors influencing the lack of literacy skills of class III students at SDI AL-FURQON for the 2024/2025 academic year**"

2. IMPLEMENTATION METHOD

According to the problems faced at the AL-FURQON SDI school, several other solutions that can be offered are as follows, namely:

1. There are some students who don't have the ability to read in third grade, so we provide additional learning outside of learning hours by doing literacy.
2. There is a lack of focus level among students when taking part in learning as a result we use games similar to guessing pictures.

3. RESULTS AND DISCUSSION

The results of interviews with teacher Mawaddah Warahmah, S.Pd, third grade teacher at SDI AL-FURQON, found that these physiological factors are related to students' physical disorders such as vision, hearing and pronunciation. Where in this case students who experience visual disturbances will certainly be able to disrupt students' learning which can lead to a lack of students' reading skills. This problem with students' visual impairment can make it difficult for students to read because the reading material they read will become increasingly difficult to read and even understand the contents of the reading. The physiological factor disorders, namely visual disturbances, are characterized by lack of clarity in seeing and even nearsightedness when looking at the text that is to be read or studied.

Based on the results of an interview with Mrs. Mawaddah Warahmah, S.Pd, class 3 teacher on Saturday 24 August 2024, who lives in the village of Sigar Penjalin, said that physiological factors in children do influence children's reading abilities which causes low reading abilities in students. which causes children who experience disorders in physiological factors to be left behind in learning with their friends in class. This can lead to low levels of learning or a lack of learning obtained both in class and outside of class.

From the results of direct interviews with students, data was obtained that in class 3 of SDI AL-FURQON, the number of data studied was 4 children, consisting of 2 boys and 2 girls. From these results it was found that physiological factors related to vision stated that not all students experienced visual impairment from reading clarity, all of them were able to see writing and reading clearly. Meanwhile, the hearing also resulted in the result that the total number of students, namely 2 men and 2 women, stated that there were no problems. They were all able to hear what the teachers were teaching in the lesson and could be heard clearly. Furthermore, regarding speaking fluency, it was also found that no students experienced this disorder. This can all be seen and noticed clearly that they are fluent when speaking.

There will be interviews with the class teacher and students conducted at school regarding the physiological factors that are produced and found to be in accordance with the opinion expressed by Murlyono Abdurrahman (2010: 10) who believes that physiological factors include physical health, neurological considerations and gender. . Disturbances in the sense of speech, hearing and vision can hinder a child's reading progress.

4. CONCLUSION

As a result of the analysis of research data, there were 4 factors that created a conflict in the reading literacy of AL-FURQON SDI school students who were used as research objects. These four factors are as follows: 1) students' interest in reading is still low. 2) The availability of reading materials is inadequate, not only in the library but also in the school reading corner and in the class reading corner. three) the student's reading environment, both the reading place and the reading partner, is less supportive. 4) There are physiological disorders in students, causing poor reading abilities. These four disputes are interrelated and directly result in the low reading literacy of students at SDI AL-FURQON.

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