

Analysis of Reading Difficulties of High-Class Students at State Elementary School 01 Sumi

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Abstract

The study aims to analyze the reading difficulties of high school students in state elementary school 01 Sumi and identify the factors causing the reading difficulties that occur. The method uses data collection, observation and interviews. The type of research used is qualitative research. Data were taken from 79 high school students, with the results of the study 5 categories of students with reading difficulties in high class. The category of very good at reading consists of 10 students, the category of able to read consists of 17 students, the category of quite good at reading consists of 29, the category of less able to read consists of 15 students, and the category of unable to read consists of 8 students. The reading difficulties experienced in these 5 categories are difficulty in understanding the meaning of the reading text, difficulty in recognizing the alphabet, difficulty in distinguishing vowels and consonants, difficulty in recognizing punctuation, difficulty in comparing the contents of the reading, difficulty in making conclusions, difficulty in distinguishing factual and opinion sentences, difficulty in distinguishing main ideas from the details presented. There are several factors causing the reading difficulties experienced: 1. Lack of early literacy of students, 2. The role of parents, 3. Interest and motivation, and 4. Social environment.

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1. INTRODUCTION

One of the skills *Crucial* (important) skills in the world of education is reading. Basically, reading is a complex thing and can involve many things, where reading is not just reciting writing, but also involves visual, psycholinguistic, metacognitive and thinking activities. Language skills include 4 main aspects, namely (1) Listening Skills (*Listening*); (2) Speaking Skills (*Speaking*); (3) Reading Skills (*Reading*) and (4) Writing Skills (*Writing*) [1]. The four aspects of language can also be achieved optimally if you have the ability to read. So, reading is very important for students at all levels of education, especially at the elementary school level.

Reading is a window to the world. This expression clearly describes the benefits of reading, namely broadening one's horizons and having broad and significant benefits in the development of individuals and society. Reading is the main way to obtain knowledge and information. Through reading, anyone can learn about a variety of topics, and broaden their understanding of the wider world. Reading helps improve language skills and getting used to good grammar, vocabulary and writing style can also help students improve their writing and speaking skills [2] .

The reading ability of elementary school students is currently still relatively low, this is proven by research results in 2018, PISA (*Programmed for International Student Assessment*) measurement in the reading ability category, in these results Indonesia obtained an average score of 371 ranked 74th from 79 countries [3]. The research team from the educational and cultural policy research center (Puslitjakdikbud), also released research results related to the provincial level reading literacy activity index, where the province of West Nusa Tenggara is in 23rd position out of 34 provinces with a score of 33.64. This shows that the reading literacy skills of students in NTB can still be categorized as very low [4].

Reading difficulties can be interpreted as a state of the reading process which is characterized by obstacles in achieving certain learning outcomes [5]. Reading difficulties are still often found in elementary schools, both at low- and high-grade levels. At the higher-grade education level, elementary school must be able to master reading skills that should have been mastered in the lower grades. However, in reality, based on observations that have been made, reading difficulties are also found at SDN 01 SUMI among high class students, such as difficulty in recognizing letters, difficulty in spelling, lack of understanding of punctuation, difficulty in understanding the content of reading, and there are even some students who cannot do it at all. read. Upper elementary school students are faced with increasingly complex demands, including deeper understanding of texts, increased vocabulary, and the ability to identify main ideas and important details in texts [6].

Most of these difficulties originate from various factors, both individual and contextual, and can influence students' motivation and interest in reading. Reading difficulties at the elementary school level are also related to various factors such as students' low initial literacy level, lack of support and encouragement for reading from the home environment, lack of adequate reading practice at school, difficulty concentrating and paying attention when reading, lack of interest and motivation for students to read, lack of understanding of sentence content and text structure, limited vocabulary, so various strategies are needed to help students overcome the difficulties they experience [7].

The most common obstacle in elementary school is interest in reading. It is often observed in the surrounding environment that only a few students take the time to go to the library during break times or read books at school. This low student interest in reading will affect students' literacy skills and make it more difficult to understand the content of the reading. Reading difficulties can also affect students' overall academic development [8].

The higher students' interest in reading, the higher the knowledge they have and their ability to read will also increase. Lack of vocabulary mastery can also cause reading difficulties. Limited vocabulary mastery can hinder text comprehension, so that students have difficulty understanding the meaning of complex and diverse words in the texts they read. Students who make a habit of not going to school are also the main cause of reading difficulties. Apart from individual factors, there are also external factors that play a role in reading difficulties in the upper grades of elementary school. Lack of encouragement from parents, the surrounding environment and friends can cause students to experience difficulties in developing reading skills.

Reading difficulties in the upper grades of elementary school have various types and occur based on several factors. So, this research will analyze the reading difficulties of students in high classes at SDN 01 SUMI.

2. RESEARCH METHOD

This research was conducted using a mixed approach which is a combination of a qualitative approach and a quantitative approach. The subjects in this research were high class students at SDN 01 Sumi which is in Sumi Village, Kec. Lambu, Kab. Bima, West Nusa Tenggara Province (NTB). This research uses observation methods in the form of questionnaires and interviews. The number of students studied in the high class was 79 students. Determining the research sample using probability

techniques using random sampling means that every individual in the population has the same opportunity to be selected.

Data analysis is used by collecting data, reducing data and drawing conclusions.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

Based on the research results, the research instruments used, namely questionnaires and interviews, had been tested for validity and reliability before being used. The categorization of students' reading difficulties is obtained based on the following calculations:

Lowest total score = 30

Highest score = 150

Range = $150 - 30 = 120$

Interval = $\frac{\text{Range}}{\text{Category}} = \frac{120}{5} = 24$

So, the categories of reading difficulties obtained are as follows:

127 – 150 = Very possible

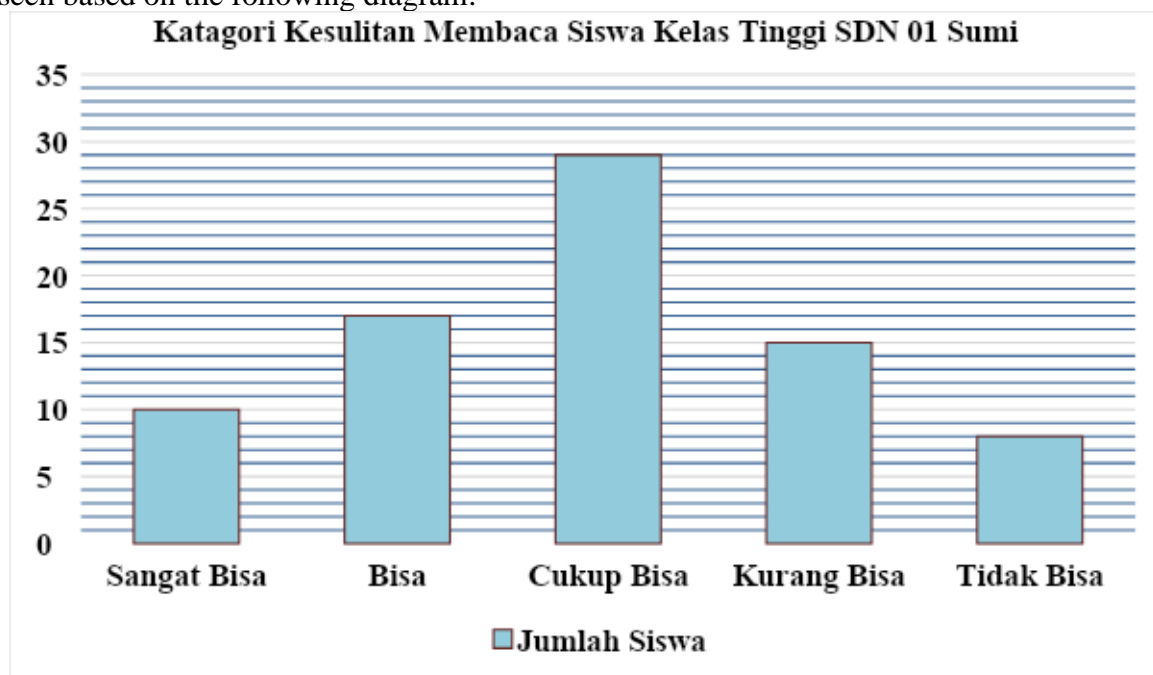
103 – 126 = Yes

79 – 102 = Quite Able

55 – 78 = Not Able

30 – 54 = Can't

Based on the results of research data processing at SDN 01 Sumi with a sample size of 79 students, 10 students were in the very able category, 17 students were in the able category, 20 students were quite able, 15 students were less able, and 8 students were unable. It can also be seen based on the following diagram:



Graph 1.

3.2. Discussion

Based on the results of questionnaire data processing, it was found that there were 5 categories of students' reading difficulties.

1. Very possible

From the results of the data processing that has been carried out, student F is in the very good reading category. The results of the questionnaire can be seen in the following table:

Table 2. Student F questionnaire results

No	Aspect	Score Obtained
1.	Sensors	35
2.	Perceptual	25
3.	Schemata	20
4.	Think	45
5.	Affective	22
Total Overall Score		147

Based on the interview results obtained by student F, it provides an overview of students in the very good reading category. Those students in the very good reading category are students who have mastered reading skills very well. Able to differentiate between vowels and consonants, recognize punctuation marks, read word by word, able to distinguish between letters that differ in shape but also understand the meaning contained in the reading text and can differentiate sentences of fact and opinion. Previous research also said that students in the very good category are students who read texts very fluently, reading simple words and sentences and with good pronunciation. All words and sentences are read with natural pronunciation and are not made up and do not show regional language characteristics. Students are able to read with accuracy, namely correctly pronouncing simple words and sentences, the intonation used is correct. There is emphasis on certain words to show important points in the reading [9]. The reading skills mastered by student F are also based on parents and teachers who often teach him to read. Not only that, students' habits in learning to read can increase students' reading interest.

The following is an interview with student F:

Results of interviews with reading difficulties for students in the very good category (F)

Q: Name the vowels and consonants?

F: the vowel letters A I U E O and the consonant letter B C D F G H J K L M N P Q R S T V W X Y Z.

Q: Mention what punctuation marks are used in the sentence?

F: Period (.), comma (,), question (?), exclamation (!).

Q: Do you often swap letters with similar shapes, like b and d?

F: No

Q: What do you do when you encounter difficult words while reading?

F: I try to spell slowly and then read more fluently

Q: Can you understand the content of the reading text? if possible, how?

F: Yes, I can, I try to imagine what I read in my mind and also often relate the information to my experiences to make it easier to understand.

Q: Can you differentiate between statements of fact and opinion? Explain!

F: Yes, you can, fact sentences are sentences that really happened. Meanwhile, an opinion sentence is a statement about someone's opinion or view on something.

Q: Do you like reading and what books do you often read?

F: Yes, I often read story books.

Q: Who do you live with?

F: With parents
 Q: Do your teachers and parents often teach you to read?
 F: Yes, very often
 Q: What do you do every day at home?
 F: Learn, play and help mother wash dishes and cook.

2. Can

Based on the results of data processing that has been carried out, student N is in the very good reading category. The results of the questionnaire can be seen in the following table:

Table 3. Student N questionnaire results

No	Aspect	Score Obtained
1.	Sensors	35
2.	Perceptual	23
3.	Schemata	16
4.	Think	27
5.	Affective	19
Total Overall Score		120

Through interviews with students, there are still words that are spelled out, lack of understanding of the meaning contained in the reading text, and cannot differentiate between factual and opinion sentences. The results of the questionnaire obtained did not match the results of the interview. After carrying out the reading test, student N was quite fluent in reading and pronouncing sentences, and was also able to understand the meaning contained in the reading text. Students in the good category are quite fluent in reading words and sentences, quite precise in pronouncing words and sentences, have quite reasonable pronunciation, and are good at using intonation. Most of the words contain only a few words that are spelled, causing a slight pause when reading, especially the words "journey", "rest", "protection" and so on. Apart from that, most texts can also be read using correct voice intonation [9]. The reading skills mastered by student N are not much different from student F, which is also based on parents and teachers who often teach him to read. What happens in students' daily lives is also a factor in their lack of interest in reading. Thus, several reading difficulties were encountered from aspects and indicators of reading difficulties.

The following is an interview with student N:

Results of interviews with reading difficulties for students in the able category (N)

Q: Name the vowels and consonants?
 N: the vowel letters A I U E O and the consonant letter B C D F G H J K L M N P Q R S T V W X Y Z.
 Q: Mention what punctuation marks are used in the sentence?
 N: Period (.), comma (,), question (?), exclamation (!).
 Q: Do you often swap letters that have similar shapes, like b and d?
 N: No

Q: What do you do when you encounter difficult words while reading?
 N: I try to spell slowly and then read more smoothly
 Q: Can you understand the content of the reading text? if possible, how?
 N: Yes, you can, I try to imagine what I read in my mind and also often relate the information to my experiences to make it easier to understand.
 Q: Can you differentiate between statements of fact and opinion? Explain!
 N: No way
 Q: Do you like reading and what books do you often read?
 N: Yes, I often read story books.
 Q: Who do you live with?
 N: With parents
 Q: Do your teachers and parents often teach you to read?
 N: Yes, very often
 Q: What do you do every day at home?
 N: play and read but that is rarely done.

3. Enough

Based on student J's questionnaire, the questionnaire results obtained can be seen in the following table:

Table 4. Student J questionnaire results

No	Aspect	Score Obtained
1.	Sensors	26
2.	Perceptual	22
3.	Schemata	14
4.	Think	17
5.	Affective	19
Total Overall Score		98

From the results of interviews with student J, it can be seen that the students in the moderate category can read, most of them are able to read texts according to the initial reading level, namely being able to recognize letters, both alphabet letters and vowels and consonants, being able to differentiate letters in shape, recognizing punctuation marks, and reading. word for word. Of the 5 aspects of reading difficulty, students in the moderate category can read less in the thinking and affective aspects. With the difficulties experienced in the form of difficulty in understanding the content of the reading text, difficulty in retelling the story that has been read, difficulty in providing conclusions from the story, unable to determine the main idea or main idea in the story, unable to determine the message conveyed through the story, and unable to differentiate sentences of fact and opinion.

Students in the good enough category are quite able to read texts according to the initial reading level. Some words and sentences are pronounced fluently but not yet correct in reading simple words and sentences contained in the reading text. Less precise in pronouncing simple words and sentences, less natural pronunciation. The use of intonation shown when reading is quite good [9].

The following is an interview with student J:

Results of interviews with reading difficulties for students in the able category (J)

Q: Name the vowels and consonants?
 J : the vowel letter A I U E O and the consonant B C D F G H J K L M N P Q R S T V W X Y Z.

Q: Mention what punctuation marks are used in the sentence?
 A: Period (.), comma (,), question (?), exclamation (!).

Q: Do you often swap letters that have similar shapes, like b and d?
 A: No

Q: What do you do when you encounter difficult words while reading?
 A: I spell slowly and then speed up the reading

Q: Can you understand the content of the reading text? if possible, how?
 A: I don't understand

Q: Can you differentiate between statements of fact and opinion? Explain!
 A: No way

Q: Do you like reading and what books do you often read?
 A : No, sometimes I read only 1 time a day.

Q: Who do you live with?
 A: With parents

Q: Do your teachers and parents often teach you to read?
 A: Yes, but rarely.

Q: What do you do every day at home?
 A : play and read but that is rarely done.

4. Less Able

Based on the data obtained, the results of the questionnaire can be seen in the following table:

Table 5. Results of student A's questionnaire

No	Aspect	Score Obtained
1.	Sensors	22
2.	Perceptual	17
3.	Schemata	8
4.	Think	13
5.	Affective	10
Total Overall Score		70

Through interviews with student A, it was described that students in the less able to read category were students who could only recognize letters, both the alphabet and vowels and consonants, were able to differentiate letters in shape, and recognized punctuation marks. Students in this category have more difficulties, because they are lacking in perceptual, schematic, thinking and affective aspects, where the difficulties experienced are lack of reading fluency, lack of reading comprehension, and lack of interest in reading from the students themselves. Students in the poor category are still unable to pay attention and do not fulfill aspects of initial reading, such as aspects or indicators of fluency, where students are not fluent in reading simple words and sentences, are not precise in pronouncing words and sentences, pronunciation is not natural, still show the characteristics of regionalism and lack of use of intonation. Some students in this category have not even been able to complete the reading in its entirety because basically they have not been able to read so they have difficulty spelling words. Others are able

to spell words, but their pronunciation is still inaccurate and inappropriate. Students in this category are still not able to read fluently because they are still spelling. As a result of poor pronunciation and fluency, voice intonation is also not paid attention to. Students only focus on the text and spelling words without paying attention to voice intonation [9].

This also has the factor of students' daily lives which are only filled with playing activities and lack of supervision from parents and teachers.

The following is an interview with student A:

Results of interviews with reading difficulties for students in the Able category (A)

Q: Name the vowels and consonants?

A :The vowel letters are A I U E O and the consonants are B C D F G H J K L M N P Q R S T V W X Y Z.

Q: Mention what punctuation marks are used in the sentence?

A: Period (.), comma (,), question (?), exclamation (!).

Q: Do you often swap letters that have similar shapes, like b and d?

A: No

Q: What do you do when you encounter difficult words while reading?

A: spelling letters but can't combine them

Q: Can you understand the content of the reading text? if possible, how?

A: I don't understand

Q: Can you differentiate between statements of fact and opinion? Explain!

A : No way

Q: Do you like reading and what books do you often read?

A : No, sometimes I read only 1 time a day.

Q: Who do you live with?

A : With parents

Q: Do your teachers and parents often teach you to read?

A : Yes, rarely

Q: What do you do every day at home?

A: Play

5. Can't

Based on the data obtained, the results of the questionnaire can be seen in the following table:

Table 6. Student R questionnaire results

No	Aspect	Score Obtained
1.	Sensors	13
2.	Perceptual	11
3.	Schemata	5
4.	Think	13
5.	Affective	7
Total Overall Score		49

From the results of interviews that have been conducted, it is clear that student R is in the category of not being able to read, because the difficulties they experience are higher. So in this

case it can be seen that students in the category of unable to read are students who have poor reading skills with a level of difficulty in the form of not being able to recognize the letters of the alphabet, but being able to name vowels and consonants. Other difficulties include not being able to distinguish letters in shape, not being able to recognize punctuation marks, not being able to read word by word, not being able to read fluently and not being able to understand the meaning of reading. Students' difficulties in this category are difficulties at a beginning reading level which automatically cannot be achieved at an advanced reading level.

According to previous research, students who have difficulty reading at the beginning are students who don't know letters, can't read syllables, can't read word for word, can't read diphthongs (Nya, Ng), repetition, incorrect paraphrasing, and don't know the meaning. said [10]. The main factor causing the difficulties experienced is the lack of interest in learning to read among the students themselves. The role of parents in this matter is very important, because they spend more time at home and this can be one of the causes of increasing reading difficulties in students. Students' daily habits are also a factor in students experiencing reading difficulties. The role of teachers in schools is not able to cover students' reading difficulties, in fact teachers only have time with students for a few hours.

The following is an interview with student R:

Results of interviews with reading difficulties for students in the able (R) category

Q: Name the vowels and consonants?

R: the vowel letters A I U E O and the consonant letter B C D F G H J K L M N P Q R S T V W X Y Z.

Q: Mention what punctuation marks are used in the sentence?

R : Don't know

Q: Do you often swap letters that have similar shapes, like b and d?

R: Yes, ma'am. Sometimes I like to get confused about which is b and which is d, especially if the writing is small.

Q: What do you do when you encounter difficult words while reading?

R : I can't spell or read it.

Q: Can you understand the content of the reading text? if possible, how?

R: I don't understand.

Q: Can you differentiate between statements of fact and opinion? Explain!

R: No way

Q: Do you like reading and what books do you often read?

R : I don't like reading books.

Q: Who do you live with?

R: With parents (mother)

Q: Do your teachers and parents often teach you to read?

R: My parents are busy working and teachers only have a little time at school

Q: What do you do every day at home?

R: Playing, sometimes also joining parents to work in the fields and mountains.

The results of interviews with teachers in higher classes concluded that there were several other factors which were fundamental causes of high-class students having difficulty reading, namely as follows:

1. Lack of students' initial literacy level

The first provision in supporting students' success in being able to read fluently is the students' initial literacy level. If students experience difficulties at the initial literacy level, it is likely that students will not be able to achieve adequate reading results. Difficulties experienced at this level include not being able to recognize letters A-Z, not being able to, not being able to recognize syllables, not being able to read syllables, not being able to read sentences and not being able to differentiate between letters when reading and spelling which is still halting [11].

2. Role of Parents

Given that the time given in the school environment is limited, most parents only rely on school as a place to acquire knowledge and reading skills for their children, so parents lack awareness of this [12]. The home environment should be a place where children gain knowledge and learn more freely because parents are busy and have minimal knowledge capacity and resources.

3. Interest and Motivation

A person's reading ability greatly influences interest and motivation factors. When interest and motivation to read is low, it will have an impact on difficulties in understanding reading texts. Not only that, student progress will decrease without any change in the interest and motivation of the students themselves. Interest in learning is also something related to students' interest in reading [13].

4. Social Environment

The environment is a place that has an important role in the development of students' reading abilities. An unsupportive environment can be one of the factors causing students to experience reading difficulties. The student's playing environment also has an important role, students who are friends with friends who have high enthusiasm for learning will certainly be motivated to continue learning and this will affect students' reading abilities, because if students who are not yet fluent in reading are influenced by students who can read and have enthusiasm. High learning will be motivated to study harder [14].

4. CONCLUSION

Reading is an important skill in the world of education. Reading involves visual, psycholinguistic and thinking activities. Language skills include listening, speaking, reading, and writing. Reading is important for students at all levels of education, because reading is a window to the world that broadens horizons and knowledge. However, students' reading abilities in Indonesia are still low, as proven by the results of the 2018 PISA research. Reading difficulties in elementary schools are a serious problem, especially in high grades, where students are faced with demands for increasingly complex reading skills. Understanding and solving problems regarding students' reading difficulties at SDN 01 SUMI needs to be done to improve their literacy skills. The results of the research conducted showed that there were still students who had difficulty reading. Not only that, some students still have difficulty reading further, so from the data obtained only 10 students have good reading skills. Data was taken from 79 high school elementary school students, with research results of 5 categories of students who had difficulty reading in the high class. There were 10 students in the very able to read category, 17 students in the able to read category, 29 in the moderately able to read category, 15 students in the less able to read category, and 8 students in the unable to read category. The reading difficulties experienced in these 5 categories are difficulty in understanding

the meaning of reading text, difficulty recognizing letters of the alphabet, difficulty distinguishing between vowels and consonants, difficulty recognizing punctuation marks, difficulty comparing reading content, difficulty making conclusions, difficulty distinguishing sentences of fact and opinion, difficulty distinguish the main idea from the details presented. There are several factors that cause reading difficulties experienced: 1. Lack of initial literacy of students, 2. Role of parents, 3. Interest and motivation, and 4. Social environment.

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