

## Analysis of factors that influence students' lack of reading ability in Indonesian language subjects in elementary schools

<sup>1</sup>Mertadi, <sup>2</sup>Maulida Arum Fitriana, <sup>3</sup>Junaidi  
STKIP HAMZAR, PGSD

---

### Article Info

#### Article history:

Received: 30 June 2024

Publish: 11 July 2024

---

### Keywords:

Reading Ability Factor.

---

### Abstract

This research aims to describe the analytical factors that influence the lack of reading ability of lower grade students in Indonesian language subjects. This research was carried out at SDN 1 Senaru, Batukoq Hamlet, Senaru Village, Bayan District, North Lombok Regency. The object of research is the factors that cause the lack of reading ability of lower grade students in Class II Elementary School where their age ranges from 7-8 years, namely the transition period after toddlerhood to childhood. The age in this research is what causes the low reading ability in class II. The research method used is qualitative research because the data obtained in the field is more in the form of information and information about the conditions of students as they are in the field using observation, interviews and documentation methods, then looking at the results of the analysis of factors that influence the lack of reading ability of low grade students so that it can be concluded that the lack of reading ability is caused by four factors, namely 1). Physiological Factors, 2). Intelligence Factor, 3). Environmental factors and 4), Psychological factors. Some of these factors cause learning outcomes and learning achievements to be not as effective as other friends who are already fluent in reading and this becomes an obstacle for teachers and others.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0](https://creativecommons.org/licenses/by-sa/4.0/)

[International License](https://creativecommons.org/licenses/by-sa/4.0/)



---

### Corresponding Author:

Mertadi

STKIP HAMZAR, PGSD

Email: [ujmmer@gmail.com](mailto:ujmmer@gmail.com)

---

## 1. INTRODUCTION

Mulyono Abdurrahman (2003: 75) defines education as a learning atmosphere that allows students to actively develop their potential in spiritual and religious strength, self-control, intelligence, nobility of character, etc. and describes it as a conscious and deliberate effort. efforts to create conditions for the learning process. Skills needed by oneself, society, nation and state. National education has a mission to develop skills that are useful for the formation of people's lives, and the formation of national character and civilization. The aim is to develop students' faith and devotion to God Almighty as well as their potential to become noble morals. A society that is healthy, knowledgeable, competent, creative, independent, democratized and responsible.

Ilham NurTriaatma (2016:166) explains that reading is a window to the world. This expression clearly explains the benefits of reading, namely opening and expanding your horizons and knowledge, which will help you increase your intelligence, increase your knowledge and deepen your knowledge.

According to Sri Sunarti's article (2018:61), reading is a unique and complex activity, so elementary school students, especially those who don't know letters and words, cannot do it without learning. The general problem faced by children in reading is that teachers have difficulty understanding the relationships between letters, syllables, words and simple sentences in reading class, as well as the child's inability to understand the content of the problem.

In carrying out 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 letter recognition, second, reading word by word, and third, inaccurate paraphrasing. To make this happen, it can be applied to the teaching and learning process which is a unit that has educational values. Educational values shape interactions between teachers and students. This interaction has educational value because the teaching and learning activities carried out aim to achieve the goals that have been formulated before the learning is carried out.

Based on the results of observations conducted by research conducted in class 2 of SDN 1 Senaru on Monday, April 1, 2024, the results showed that the teaching and learning process used the

independent learning curriculum. However, there are still some students whose reading skills are still low and this results in low learning outcomes.

In accordance with previous findings carried out by researchers together with the class II teacher at SD Negeri 1 Senaru, a lot of information was obtained, one of which was related to a problem in learning. This makes learning activities or learning outcomes ineffective because there are some students whose initial reading abilities are still relatively low. These initial reading problems are mostly at the word stage where students are still stuttering in reading the words in the reading book which results in, they fall behind in reading activities. Delays in reading activities are of course quite a big problem because students are actually required to be able to read well in the next class to achieve the planned learning goals, this must of course be addressed by educators so that the problem of reading barriers can be overcome well or with 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 from the observations carried out at SDN I Senaru on Friday 03 May 2024 around 09-00 to 10-00 showed that the number of students who still lacked the ability to read was 12 children, including 7 boys and 5 girls from the total number. There are 34 students in the class. The observation results obtained in the lower class, namely class II, showed that reading ability was low, only there were problems at the word level, amounting to 12 students out of a total of 34 students.

The results of the interviews and those conducted with the teacher at SDN 1 Senaru, namely the class 2 teacher at Matahari Indonesian Language Lessons, said that there were 12 students whose reading skills were still low out of a total of 34 students. The data obtained was through book reading tests carried out by researchers in class. Whatever the factors that influence a student's lack of reading ability, 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 residential factors, whether family or society (Juhaeriah, 2024, 10:00).

The problems found in the field are supported by Fitia Prameti's research, 2018, on research journal entitled Analysis of factors inhibiting low class students' initial reading even though the lesson is Indonesian shows that there are several inhibiting factors that make low class students slow or have low reading ability.

Based on the above, researchers are interested in researching in depth what factors cause students' low ability to read and compiling them in a study.

## **2. RESEARCH METHOD**

This research was conducted using qualitative methods, which is also known as qualitative research study. This qualitative method can describe the results in descriptive form with researchers' explanations and strengthened expert theories. This research intends to explain the influence of behavior and actions carried out by objects. Where the object of this research is the students of SDN 1.

## **3. RESULTSSTUDY**

### **Factors that influence the lack of reading ability.**

Physiological factors include physical health, neurological considerations and gender. Even though there are no defects in their visual organs, some children have difficulty learning to read. This can happen because of the development of their skills in separating printed symbols such as letters, numbers and words.

The intolerance factor is the global ability of individuals to act honestly, think rationally, and act effectively towards the environment. Factors in teachers' teaching methods, procedures, and teachers' abilities also influence children's language reading.

These environmental factors include the child's background and experiences at home as well as the social and economic aspects of the family. The environment can influence the personality, attitudes and values of a child's language skills.

Socioeconomic factors, local people and the neighborhood environment are factors that influence a child's home environment. The higher the child's social and economic status, the more influence the child's verbal ability will have. It also relates to children's reading abilities. Children who come from homes that provide a lot of reading opportunities in an environment that is rich in

reading and have a high interest in reading will have high reading skills.

Psychological factors include motivation, interest and social maturity, emotions and self-description. Motivation is one of the key factors in reading. Teachers must demonstrate to students teaching that is relevant to the child's interests and experience so that the child understands that learning is a multi-faceted language rather than being forced.

#### **4. BIBLIOGRAPHY**

- Abdurrahman, Mulyono. 2010. *Pendidikan Bagi Anak Kesulitan Belajar*. Jakarta : PT. Rineka Cipta.
- Moleong, Lexy J. 2018. *Metodologi Penelitian Kualitatif*: Edisi Revisi. Bandung:Remaja Rodaskarya.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sunarti Sri, *Upaya Meningkatkan Motivasi Kemampuan Membaca Permulaan Melalui Media Kartu Huruf* Pada Siswa Kelas I, *Jurnal Efektor*, Vol. 5 No. 1, 2018, hal. 61.
- Triatma Nur Ilham. *Minat Baca Pada Siswa Kelas VI SDN Delengen 2 Prambanan Sleman Yogyakarta*, *E-Jurnal Prodi Teknologi Pendidikan*, Vol. 5 No. 6, 2016, hal. 166.