

Analysis of Beginning Reading Ability in Grade 1 Students of Sanggar Guidance Klang Lama Malaysia

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Article Info

Article history:

Received: 4 January 2025

Publish: 21 January 2025

Keywords:

Reading Ability;

Internal and External Factors.

Abstract

Internal and external factors can influence the reading ability of grade 1 students at SB Klang Lama Malaysia. Based on internal factors influenced by students' physiological, intellectual, and psychological factors. Meanwhile, external factors are influenced by family background and economic factors experienced by students. This study aimed to determine internal and external factors that can affect students' reading ability. In this study, the author used a qualitative research method with a descriptive research type. Data collection techniques used observation, interviews, and documentation. Data analysis techniques include data reduction, data presentation, and data conclusion drawing. The results of this study indicate that students' reading abilities vary, this is largely determined by internal and external factors of students.

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1. INTRODUCTION

One way for humans to interact with each other is by using language as a communication tool. Language is the most influential communication tool in spreading messages, opinions and expressions of feelings to other people. (Mailani et al., 2022). According to the Big Indonesian Dictionary (KBBI), language is rules that describe sounds in the form of words, sentences, and the use of punctuation marks (Alexander & MuhammaHimawan Haykal Firza, 2023). So, it can be said that language is a communication tool used by humans to build interactions through language styles that are easily understood by the interlocutor (Alexander & MuhammaHimawan Haykal Firza, 2023; Mailani et al., 2022). In Indonesia, language skills are divided into 4 aspects, namely listening, speaking, reading and writing. Reading is an important aspect that must be taken seriously, because reading can be a bridge in learning something broader (Aziezah, 2022).

Reading is the ability to apply thoughts and actions to carry out observation activities, pronounce combinations of letters to form words and sentences, master reading skills and interpret reading content clearly. (Arwita Putri et al., 2023). Reading is a thinking process involving eye movements, internal thinking, and memory (Harianto, 2020). So, it can be concluded that reading is the ability to understand the content of reading which consists of a series of letters into words so that they form complete sentences that are easily understood by the reader by involving the five senses, mind and memory. The first stage of reading skills that students must have been initial reading skills, usually taught to grade 1 students who have just entered elementary school. The importance of teaching reading skills to grade 1 students is that it can make it easier for students to study subjects with a higher level of difficulty. But the reality in the field is that there are still many grades 1 students

who have difficulty reading. Generally, they still have difficulty distinguishing letters of the alphabet, arranging letters into words, and even stringing words into sentences (Ramadani, 2022).

Based on the results of observations and interviews with grade 1 teachers at the Klang Lama Guidance Studio in Malaysia, the research focuses on the challenges faced by teachers in dealing with grade 1 students' reading difficulties, especially on obstacles in beginning reading that students should have mastered. The existence of these main obstacles can have an impact on the quality of learning in other subjects. Therefore, there is a need for a more in-depth study to determine the factors causing reading difficulties experienced by grade 1 students at Sanggar Guidance Klang Lama Malaysia.

The problem above is relevant to the results of research conducted by Hasanah & Lena (2021), the trigger for many students experiencing this difficulty is due to a lack of care and direction from parents in improving students' reading skills while at home; loss of student interest in learning; students' learning needs are not achieved optimally due to the outbreak; the lack of duration of study hours for Phase A class students at school; and the function of the curriculum is not yet optimal for students' reading abilities. The research above is in line with the results of research conducted by Pertiwi & Pratikno (2024) that from the results of the researchers' observations there were students who could not read, students were still at the spelling stage, and there were also those who were already fluent in reading. There are 2 factors that cause initial reading difficulties, namely, external factors, namely from outside the student, such as the duration of study time at school and less than optimal encouragement from parents, while internal factors come from within students who have intelligence that is classified as below average and lack of motivation to read on your own.

This research aims to examine in more depth the factors that influence the reading ability of grade 1 students at SB-Klang Lama Malaysia. It is hoped that this research can provide solutions regarding appropriate strategies and provide teachers with an overview of the solutions to various problems that occur in class 1. By considering the description presented above, the researcher was moved to raise the title "Analysis of Beginning Reading Ability of Class I SB Students Old Klang Malaysia"

2. RESEARCH METHOD

This research uses qualitative research with descriptive research type. According to Bogdan and Taylor (1982), quoted in Abdussamad (2021), qualitative research is a research guide that produces descriptive data in the form of written or spoken words from people and observable behavior; The approach is directed at the setting and individual as a whole. According to Abdussamad (2021), research descriptions are in the form of words, images and not in the form of numbers. This research was carried out on September 14 2024 in class 1 of Sanggar Tutoring Klang Lama Malaysia. The subjects of this research involved 4 grade 1 students. Data collection techniques in this research used Observation, interviews and documentation. Validation of research data through triangulation of source data, time and techniques. Data analysis includes data reduction, data presentation, and drawing data conclusions.

3. RESEARCH RESULTS AND DISCUSSION

The results of the research show that the reading ability of grade 1 students at SB-Klang Lama Malaysia is influenced by 2 internal factors and external factors as follows:

1. Internal Factors

a. Physiological Factors

These physiological factors include physical health, neurological considerations, gender and fatigue (Leonardho et al., 2022). Based on the results of interviews with class I students, most of them felt enthusiastic about learning to read when accompanied by games such as card media because this was a new experience for them learning while playing. However, one of them felt less enthusiastic because his friends were not orderly when playing, making the atmosphere less conducive. In order to maintain students' physical condition in good condition, the teacher ensures that each student brings drinking water and places it there beside the table, this is done with the aim of keeping students' physical condition in good condition and not dehydrated during learning.

b. Intellectual Factors

Intelligence is an individual's global ability to act according to goals, think rationally and bring positive changes to the environment. However, in general, a child's intelligence does not completely influence a child's success in reading. An important factor that also influences the teacher's teaching methods, procedures and the teacher's ability to interact with children is an effective way to improve the teacher's ability to improve children's reading abilities (Leonardho et al., 2022). From the results of an interview with the studio manager, namely Ustadz Azhar P.R, he said that " *We should not focus on the material being taught, the intention is to force the child to understand, at least in the beginning, this is how we understand the child's character and how he can love his teacher that way. "Well, that's why we give lots of things like games or icebreakers."*

c. Psychological Factors

This psychological factor is related to student motivation and interest. The results of research regarding the factors that influence the reading ability of class I students are seen from within themselves. Based on the researcher's observations, they are motivated to read when they see their peers' reading books, even though they cannot read yet, they can see from the pictures on the book, but some of them There are still those who are less enthusiastic about reading because they still enjoy playing. Meanwhile, the teacher motivates them by facilitating a small library and reading directly the stories in the storybook so that they listen enthusiastically.

2. External Factors

Student background factors at home that can influence a child's personality, attitudes, values and abilities. Then secondly there are socio-economic factors such as parental education and parental employment (Leonardho et al., 2022).

Based on the results of an interview with the studio manager, namely Ustadz Azhar P.R, he said that " *The closeness between parents and children is also lacking because here we know that the parents are at work, the mother and father are working, they only see each other at night, even if No sleep, right? Well, what's more, in our case, children are given cellphone facilities, or yes, that's actually good, but I'm afraid that the longer they see it at this age, the more it will happen. bother learning."*

3. Level of Beginning Reading Ability in Class I Students at SB Klang Lama Malaysia

Early reading abilities in children are focused on six stages of ability aspects, namely: the ability to read symbols, the ability to read letters of the alphabet, the ability to read types of vowel and consonant sounds, the ability to name letter sounds, the ability to read syllables, and the ability to read words (Hilmi, 2023).

1. Ability to Read Symbols

Based on the research results, students were first introduced to the symbols of the letters of the alphabet from a to z. The teacher asks students to imitate the sounds of

these symbols. Students are also trained to write letters of the alphabet as a form of initial introduction to letter shapes and letter sounds.

2. Ability to Read the Alphabet

Based on the research results, the researcher found that one of the students, M.H.S., did not fully recognize the letters of the alphabet. According to the researcher's observations, M.H.S was still often confused with letters that were almost the same, for example the letters b and d. v and w. Meanwhile, some of them can already fluently read the letters of the alphabet such as M.E, M.R.A and A.F.H.A.

3. Ability to Read Types of Vowel and Consonant Sounds

In the results of research conducted by researchers, almost all students were able to differentiate between vowels and consonants such as M.R.A, M.E, and A.F.H.A. Only M.H.S cannot differentiate between vowels and consonants.

4. Ability to Name Letter Sounds

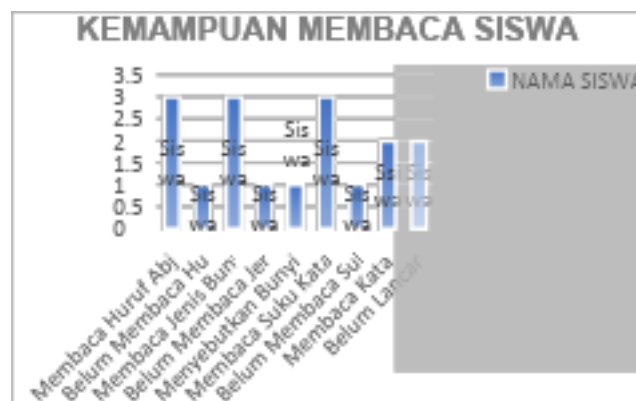
In the results of the research conducted by the researchers, of the four students, only M.H.S. had not mentioned the sound of the letters correctly because of the problem of often confusing them with other letters of the alphabet when the teacher gave questions in the form of guessing word cards.

5. Ability to Read Syllables

In the results of research conducted by researchers, almost all students are able to read syllables such as M.E, M.R.A, and A.F.H.A, but M.H.S cannot combine vowels and consonant letters into syllables, because they have not been able to master initial reading skills. at the level previously.

6. Reading Say

In the results of research conducted by researchers, 2 students were already able to spell syllables into words to form sentences like M.E and A.F.H.A., but one of the M.R.A students, even though he could read syllables, still had difficulty combining them into words. and still need a lot of practice. Likewise with M.H.S who cannot combine syllables because he has not been able to master initial reading skills at the previous stage.



Student Reading Ability Level Diagram.

4. CONCLUSION

This study aims to identify factors that influence the reading ability of grade 1 students in SB_Klang Lama Malaysia. Based on factors internal which includes students' physiological factors, Intellectual students, and student psychology. Also, the importance of the learning media used by teachers in improving students' reading skills. An example of the media used by teachers is word cards interspersed with educational games so that students become

more enthusiastic about learning. External factors include the main surrounding environment inside Family can influence students' reading abilities.

At the level of reading ability of grade 1 students at SB-Klang Lama Malaysia, it can be concluded that students have varying levels of reading ability. Some students have shown a better level of reading ability, and there are also some students who still need guidance from the teacher. Internal factors and external factors can influence the reading ability of grade 1 students at SB-Klang Lama Malaysia.

5. ACKNOWLEDGEMENT

The author would like to thank those who have helped in completing this article, especially the parents who have provided moral and material support. The author hopes that this article can become a reference material for readers in overcoming students' reading difficulties, especially grade 1 students.

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