Analysis of Factors Causing Initial Reading Difficulties of Grade I Students of SD Negeri 29 Sanggau

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Abstract

This study aims to describe the shape, shape and factors causing initial reading difficulties of grade I students of SDN 29 Sanggau. This research uses a qualitative approach with a type of descriptive research and the subject is a class teacher, a grade I student of SDN 29 Sanggau. Data collection is carried out by interviews, observations and egra tests. Data analysis techniques use the Miles and Huberman model, namely data reduction, data display and data verification. The results of the observation and EGRA test of initial reading difficulties of grade I students of SDN 29 Sanggau, researchers concluded that of the 5 difficulties in the initial reading aspect, namely the aspect of recognizing letters from 2 aspects, namely the aspect of recognizing capital letters, 5 students could not mention capital letters. 4 students are not familiar with letters much and it is difficult to distinguish almost the same letters. In this aspect, the average score obtained is 71.4 and the percentage is 36%. Aspects of recognizing lowercase letters 4 students have not been able to pronounce lowercase letters. 4 students are not familiar with letters much and it is difficult to distinguish letters that are almost the same, namely. In this aspect, the average score obtained is 74.36 and the percentage is 32%. Aspect of reading words from 3 aspects, namely the aspect of identifying letters 9, students cannot identify letters. In this aspect, the average score obtained is 80.5 and the percentage is 36%. The aspect of stringing words is 15 students have not been able to string together words. In this aspect, the average score obtained is 66.1 and the percentage is 56%. Aspect of identifying words 5 students cannot identify words yet and need teacher help. 4 students said the wrong word. 6 students remove letters and change words with similar ones. In this aspect, the average score obtained is 67.2 and the percentage is 60%. The aspect of reading words that have no meaning from 3 aspects, namely the aspect of identifying letters 9, students cannot identify letters. In this aspect, the average score obtained is 80.5 and the percentage is 36%. Aspect of stringing the arrangement Aspect of word fluency 3 students are not fluent in stringing words. 2 students have not yet assembled the arrangement of the letters ng. In this aspect, the average score obtained is 62.5 and the percentage is 60%. Aspect of identifying the word 5 students pronounce the wrong word. 2 students omit letters and 2 students change words with similar ones. In this aspect, the average score obtained is 63.9 and the percentage is 60%. Aspects of fluency in reading aloud and reading comprehension from 5 aspects, namely the aspect of identifying letters 9 students have not been able to identify letters. In this aspect, the average score obtained is 80.5 and the percentage is 36%. Aspect of stringing word arrangement 7 students cannot string together words and still need teacher help. 3 students stammered in stringing together the wording. 3 students are not fluent in stringing words. 2 students have not yet assembled the arrangement of the letters ng and ny. In this aspect, the average score obtained is 60.89 and the percentage is 60%. Aspect of identifying words 7 students cannot identify words yet and need teacher help. 5 students pronounce the word incorrectly. 2 students omit letters and 2 students change words with similar ones. In this aspect, the average score obtained is 62.31 and the percentage is 60%. The reading fluency aspect of 3 students is not fluent in reading and needs teacher help. 12 students read with spelling, too long and faltering. In this aspect, the average score obtained is 62.01 and the percentage is 60%. The aspect of the ability to answer questions about the content of reading 5 students cannot answer the questions. 6 original students in answering the questions. 2 students answered two questions incorrectly. In this aspect, the average score obtained is 64.32 and the percentage is 52%. Listening aspect (listening comprehension) from 2 aspects, namely the aspect of listening attentively 7 students do not focus on listening to stories. 5 students lack focus on hearing stories. In this aspect, the average score obtained is 71.76 and the percentage is 48%. The aspect of the ability to answer questions about the text listened to 5 students could not answer the questions. 6 original students in answering the questions. 2 students answered two questions incorrectly. In this aspect, the average score obtained is 65.52 and the percentage is 52%. The results of student interviews caused the initial reading difficulties of grade I students of SD 29 Sanggau were Physiological Factors with a percentage of 12%, Intellectual Factors with a percentage of 12%, Environmental Factors, with a percentage of 16%. Motivation Factor with a percentage of 24% and Confidence with a percentage of 4%.

Keywords: causative factors, difficulty reading beginnings

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bentuk bentuk dan faktor penyebab kesulitan membaca permulaan siswa kelas I SDN 29 Sanggau. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif dan subjeknya adalah guru kelas, siswa kelas I SDN 29 Sanggau. Pada pengumpulan data dilaksanakan dengan wawancara, observasi dan tes egra. Teknik analisis data menggunakan model Miles dan Huberman, yaitu reduksi data, display data dan verifikasi data. Hasil dari observasi dan tes EGRA kesulitan membaca permulaan siswa-siswi kelas I SDN 29 Sanggau peneliti menyimpulkan bahwa dari 5 kesulitan aspek membaca permulaan yaitu aspek mengenal huruf dari 2 aspek yaitu aspek mengenal huruf kapital 5 siswa belum bisa dalam menyebutkan huruf kapital. 4 siswa belum banyak mengenal huruf dan sulit membedakan huruf yang hampir sama .Pada aspek ini rata-rata skor yang diperoleh yaitu 71,4 dan persentase 36 %. aspek mengenal huruf kecil 4 siswa belum bisa dalam menyebutkan huruf kecil. 4 siswa belum banyak mengenal huruf dan sulit membedakan huruf yang hampir sama yaitu. Pada aspek ini rata-rata skor yang diperoleh yaitu 74,36 dan persentase 32 %. Aspek membaca kata dari 3 aspek yaitu aspek mengidentifikasi huruf 9 siswa belum bisa mengidentifikasi huruf. Pada aspek ini rata-rata skor yang diperoleh yaitu 80,5 dan persentase 36%. Aspek merangkai susunan kata 15 siswa belum bisa merangkai susunan kata. Pada aspek ini rata-rata skor yang diperoleh yaitu 66,1 dan persentase 56%. Aspek mengidentifikasi kata 5 siswa belum bisa mengidentifikasi kata dan perlu bantuan guru. 4 siswa mengucapkan kata salah. 6 siswa menghilangkan huruf dan mengubah kata dengan yang mirip. Pada aspek ini rata-rata skor yang diperoleh yaitu 67,2 dan persentase 60%. Aspek membaca kata yang tidak mempunyai arti dari 3 aspek yaitu aspek mengidentifikasi huruf 9 siswa belum bisa mengidentifikasi huruf. Pada aspek ini rata-rata skor yang diperoleh yaitu 80,5 dan persentase 36%. Aspek merangkai sususnan Aspek Kelancaran kata 3 siswa belum lancar merangkai susunan kata. 2 siswa belum merangkai susunan huruf ng. Pada aspek ini rata-rata skor yang diperoleh yaitu 62,5 dan persentase 60%. Aspek mengidentifikasi kata 5 siswa mengucapkan kata salah. 2 siswa menghilangkan huruf dan 2 siswa mengubah kata dengan yang mirip. Pada aspek ini rata-rata skor yang diperoleh yaitu 63,9 dan persentase 60%. Aspek kelancaran membaca nyaring dan pemahaman bacaan dari 5 aspek yaitu aspek mengidentifikasi huruf 9 siswa belum bisa mengidentifikasi huruf. Pada aspek ini rata-rata skor yang diperoleh yaitu 80,5 dan persentase 36%. Aspek merangkai susunan kata 7 siswa belum bisa merangkai susunan kata dan masih perlu bantuan guru. 3 siswa terbata-bata dalam merangkai susunan kata. 3 siswa belum lancar merangkai susunan kata. 2 siswa belum merangkai susunan huruf ng dan ny. Pada aspek ini rata-rata skor yang diperoleh yaitu 60,89 dan persentase 60%. Aspek mengidentifikasi kata 7 siswa belum bisa mengidentifikasi kata dan perlu bantuan guru. 5 siswa mengucapkan kata salah. 2 siswa menghilangkan huruf dan 2 siswa mengubah kata dengan yang mirip. Pada aspek ini rata-rata skor yang diperoleh yaitu 62,31 dan persentase 60%. Aspek kelancaran membaca 3 siswa belum lancar membaca dan perlu bantuan guru. 12 siswa membaca dengan mengeja, terlalu lama dan tersendat-sendat. Pada aspek ini rata-rata skor yang diperoleh yaitu 62,01 dan persentase 60%. Aspek kemampuan menjawab soal tentang isi bacaan 5 siswa tidak bisa menjawab soal. 6 siswa asal dalam menjawab soal. 2 siswa salah dalam menjawab dua soal. Pada aspek ini rata-rata skor yang diperoleh yaitu 64,32 dan persentase 52%. Aspek Menyimak (pemahaman mendengar) dari 2 aspek yaitu aspek mendengarkan dengan penuh perhatian 7 siswa tidak fokus dalam mendengarkan cerita. 5 siswa kurang fokus mendengar cerita. Pada aspek ini rata-rata skor yang diperoleh yaitu 71,76 dan persentase 48%. Aspek kemampuan menjawab soal tentang teks yang didengarkan 5 siswa tidak bisa menjawab soal. 6 siswa asal dalam menjawab soal. 2 siswa salah dalam menjawab dua soal. Pada aspek ini rata-rata skor yang diperoleh yaitu 65,52 dan persentase 52%.Hasil dari wawancara siswa faktor penyebab kesulitan membaca permulaan siswa kelas I SD 29 Sanggau yaitu Faktor Fisiologis dengan persentase 12%, Faktor Intelektual dengan persentase 12%, Faktor Lingkungan, dengan persentase 16%. Faktor Motivasi dengan pesentase 24% dan Percaya Diri dengan persentase 4%..

Kata Kunci: Faktor Penyebab, Kesulitan Membaca Permulaan

INTRODUCTION

According to Andayani (2015: 16) initial reading is a stage of the reading learning process for early grade elementary school students. Students learn to acquire the ability and master the techniques of reading and capturing the content of the reading well. Therefore, teachers need to design reading learning well so that they can foster reading habits as a fun. The learning

atmosphere must be created through language game activities in reading learning.

According to Intan Salsabila Putri (2020), beginning reading taught in lower grades has a very important role. Students who are not able to read well will have difficulty in participating in learning activities and difficulty in capturing and understanding information presented through various textbooks, books of supporting materials, and other written learning resources.

Beginning reading skills are as important in elementary school as it is for understanding other subjects. However, even though reading skills are very important, there are still students who cannot read, especially beginning reading, which is the main mastery in advanced reading. Based on the results of interviews with homeroom teachers, grade I students of SD Negeri 29 Sanggau out of 25 students who still have difficulty in reading totaled 15 students and fluent students totaled 10 students. Because there are some students who have difficulty reading beginnings, researchers feel the need to find the factors that cause beginning reading difficulties.

In a previous study conducted by Rahmawati 2017 entitled "Analysis of Initial Reading Difficulties of Grade I Students in Thematic Learning at SD Negeri 1 Notorejo Gondang, Tulungagung Regency", results were obtained regarding data from research obtained from initial observations, interviews, and documentation. The results showed that out of 25 students 4 students were taken. Factors that affect reading difficulties are no disability, lack of student intelligence, the classroom environment is not conducive, socioeconomic conditions are classified as middle class, give motivation to applaud rewards, student interest looks lazy, teacher teaching methods are less creative. Handling teachers include: (1) approaching students, (2) approaching parents, (3) providing opportunities for students to read one by one, (4) providing more guidance after learning lasts for 30 minutes. The teacher's handling efforts support students in improving learning outcomes, so that little by little students' grades will reach KKM.

Previous research conducted by Mayasari 2021 entitled "Analysis of Initial Reading Readiness in Grade II Students of SD Negeri 10

Kota Pagar Alam South Sumatra Province", obtained the results that students' reading readiness is quite good with factors supporting good physical readiness, mentally have good self-confidence, motivation, guidance, full attention from the closest people who provide reading experience to children and always help them in Increase self-confidence and create a sense of security for him. While the inhibiting factors are lack of confidence in students, lack of reading experience and lack of student motivation in beginning reading.

Based on the background description, the researcher wants to conduct a study entitled "Analysis of Factors Causing Initial Reading Difficulties of Grade 1 Students of SD Negeri 29 Sanggau." In this study, the factors causing initial reading difficulties in students were outlined. The factors in question are physiological factors, intellectual factors, environmental factors and psychological factors. These analyses of factors causing beginning reading difficulties are an important step to identify the main causes affecting beginning reading in students

METHOD
Approach and Types of Research

The approach used in this study is a qualitative approach. According to Aan Komariah (2012: 22) Qualitative research is to obtain knowledge of social phenomena and / or change social phenomena by using knowledge obtained from social phenomena themselves which emphasizes the quality or most important thing of the nature of a good or service in the form of events or phenomena of social symptoms. While this type of research method in this researcher uses qualitative descriptive research. Nana Syaodih Sukmadinata (2010: 54) suggests that descriptive research is research with the aim of describing or describing the object under study as it is. Researchers described the initial reading difficulties of grade 1 students of SDN 29 Sanggau.

The qualitative approach was used in the research because to obtain valid data on the initial reading ability of grade I students of SD Negeri 29 Sanggau, it must be by means of in-depth analysis, not only using statistical data.
Data and Data Sources

Data sources in this study are the main data obtained directly from the subject. Data according to Muhammad Idrus (2009: 61) is all information (information) about all matters related to the purpose of research. To obtain data sources, researchers collected data sources, namely class teachers and grade I students of SD Negeri 29 Sanggau. The data obtained in this study were in the form of homeroom interviews and grade I students, observations and EGRA test results given to grade I students of SD Negeri 29 Sanggau.

Research Instruments &; Data Collection Techniques

The instrument in qualitative research that becomes an instrument or research tool is the researcher himself. Researchers in qualitative research act as instruments This research uses interview guidelines, observations and egra tests as data collection instruments. Qualitative researchers as human instruments, function to determine the focus of research, choose informants as data sources, conduct data collection, assess data quality, analyze data, interpret data and make conclusions on their findings. Suharsimi Arikunto (2005: 101) stated that data collection instruments are tools chosen and used by researchers in their activities to collect data so that these activities become systematic and easy. Researchers in qualitative research act as instruments. The research tools used in this survey are interviews, observations and tests

RESULTS AND DISCUSSION
Results of Analysis of Factors Causing Initial Reading Difficulties of Grade I Students of SDN 29 Sanggau

Table 1. Table of Factors Causing Reading DifficultiesBeginnings

No	Name student	Factors Causing Beginning Reading Difficulties				
		1	2	3	4	
					1	2
1	AP	✓	-	-	-	✓
2	TDPW	✓	✓	✓	✓	✓
3	HOPE	✓	✓	✓	✓	✓
4	AA	✓	✓	✓	✓	✓
5	ANP	-	✓	✓	✓	✓
6	AF	✓	✓	✓	-	-
7	APK	✓	✓	✓	✓	✓
8	FA	✓	✓	✓	✓	✓
9	FA	✓	✓	✓	✓	✓
10	FS	-	-		-	✓
11	GAY	✓	✓	✓	✓	✓
12	IHH	✓	✓	✓	-	✓
13	KGP	✓	✓	✓	-	✓
14	KA	✓	✓	✓	✓	✓
15	MPA	✓	✓	✓	✓	✓
16	MS.	✓	✓	✓	✓	✓
17	NA	✓	✓	✓	✓	✓
18	NP	✓	✓	-	✓	✓
19	QS	✓	✓	✓	✓	✓
20	QAN	✓	✓	-	✓	✓
21	RDT	✓	✓	✓	✓	✓
22	RA	-	-	✓	-	✓
23	RDA	✓	✓	✓	✓	✓
24	RS	✓	✓	✓	✓	✓
25	SF	✓	✓	✓	✓	✓
	JMH	3	3	4	6	1
	%	12%	12%	16%	24%	4%

(Source: Data processed by researchers, 2022)

Information:

- - : indicates students who are experiencing factors causing initial reading difficulties
- ✓ : a check mark indicates a student who is not experiencing a contributing factor to beginning reading difficulty
- 1 : Physiological Factors
- 2 : Intellectual Factors
- 3 : Environmental Factors
- 4 : Psychological Factors :
    1. Self-confidence
    2. Motivation

Based on the table above, the factors causing initial reading difficulties in grade I students of SD Negeri 29 Sanggau are physiological factors of 3 students, intellectual factors of 3 students, environmental factors of 4 students, psychological factors namely 6 students experiencing lack of confidence and 1 student experiencing lack of motivation. The following are the results of research data that experienced different initial reading difficulty factors in each student.

Based on the results of the interview, the factors causing students' initial reading difficulties by AP and FS were not clear to see the teacher writing on the blackboard. RA did not clearly see the teacher writing on the blackboard and did not hear clearly the teacher's reading. The percentage of physiological factors is 12%.

Based on the results of interviews, the factor causing students' initial reading difficulties by AP, FS and RA is not remembering letters that have been learned in school. The percentage on intellectual factors is 12%.

Based on the results of interviews, the factor causing early reading difficulties by AP is that parents do not teach reading when they come home from school. The factor causing difficulty reading the start by NN, NP and QAN is that there is no support from the teacher when reading. The percentage on environmental factors is 16%.

Based on the results of interviews, the factor causing initial reading difficulties by AP, FS, IHH, KGP, and RA is not confident reading in front of the class. Factors causing difficulty reading by AF are not confident when reading in front of the class and not being motivated by parents. The percentage on psychological factors is 24% for self-confidence and 4% for motivation.

Data Recapitulation of Forms of Initial Reading Difficulties

Tabel 4.1.7 Rekapitulasi Data Bentuk- Bentuk Kesulitan Membaca Permulaan

No	Nama Siswa	Aspek 1		Aspek 2			Aspek 3			Aspek 4					Aspek 5	
		1	2	1	2	3	1	2	3	1	2	3	4	5	1	2
1	AP	13	15	10	5	10	10	5	10	10	5	10	0	20	40	30
2	TDPW	82	76	90	65	67,5	90	50	50	90	50	50	57,89	90	40	90
3	ASA	86	92	92,5	90	80	92,5	90	80	92,5	91,22	80	91,22	90	99	90
4	AA	86	84	92,5	90	85	92,5	90	85	92,5	91,22	85	91,22	90	99	90
5	ANP	52	46	67,5	55	55	67,5	35	45	67,5	30	42,1	33	40	40	40
6	AF	56	53	65	67,5	67,5	65	50	40	65	42	40	49,12	40	40	40
7	APK	100	100	92,5	50	50	92,5	40	47,5	92,5	33	35,08	33	20	99	90
8	FA	78	76	85	45	55	85	42,5	50	85	42	42,1	42,1	40	40	40
9	FA	100	100	100	97,5	97,5	100	97,5	97,5	100	98,24	97,5	100	99	100	99
10	FS	30	53	60	40	42,5	60	35	35	60	30	33	33	20	40	30
11	GAY	100	100	100	97,5	97,5	100	97,5	97,5	100	96,49	97,5	100	100	100	100
12	IHH	17	38	50	35	32,5	50	35	30	50	33	33	33	20	40	30
13	KGP	13	46	52,5	40	37,5	52,5	35	35	52,5	33	33	33	20	45	30
14	KA	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
15	MPA	26	53	55	40	52,5	55	35	50	55	35,08	49,12	42,1	40	45	40
16	NN	91	84	90	50	55	90	50	55	90	42	40,35	52,63	90	99	90
17	NA	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
18	NP	78	76	92,5	50	50	92,5	40	50	92,5	40	50	50,87	55	40	45
19	QS	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
20	QAN	56	46	67,5	40	50	67,5	40	50	67,5	40	50	33	55	45	45
21	RDT	91	76	92,5	87,5	90	92,5	90	90	92,5	90	90	100	99	99	99
22	RA	78	69	90	52,5	50	90	50	50	90	50	50	42,1	40	45	40
23	RDA	52	76	67,5	55	55	67,5	55	50	67,5	50	50	33	40	99	40
24	RS	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
25	SF	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Persentase (%)	36%	32%	36%	56%	60%	36%	60%	60%	36%	60%	60%	60%	52%	48%	52%
	Skor Rata-rata	71,4	74,36	80,5	66,1	67,2	80,5	62,5	63,9	80,5	60,89	62,31	62,01	64,32	71,76	65,52

Figure 1. Results of recapitulation of aspects of Beginner Reading Difficulty

Based on the table above. Students had low scores on each form of initial reading difficulty from 15 aspects of each aspect of 5 forms of initial reading difficulty tested on students of SDN 29 Sanggau. The results of the data recapitulation image above can be explained as follows

1. Aspect of recognizing letters

Based on the results of data recapitulation of SDN 29 Sanggau students. Results of the EGRA Test tested on students of SDN 29 Sanggau. The following explain 2 aspects of the form of initial reading difficulties in recognizing aspects of recognizing letters, namely:

(1) Aspect of Identifying capital letters

This aspect assesses students' ability to identify capital letters and mention capital letters on the test sheet. 5 students have not been able to pronounce capital letters. 4 students are not familiar with letters much and it is difficult to distinguish letters that are almost the same, namely. In this aspect, the average score obtained is 71.4 and the percentage is 36%.

(2) Aspect Identifying lowercase letters

This aspect assesses students' ability to identify lowercase letters and mention lowercase letters on the test sheet. 4 students have not been able to pronounce lowercase letters. 4 students are not familiar with letters much and it is difficult to distinguish letters that are almost the same, namely. In this aspect, the average score obtained is 74.36 and the percentage is 32%.

2. Word Reading Aspect

Based on the results of data recapitulation of SDN 29 Sanggau students. Results of the EGRA Test tested on students of SDN 29 Sanggau. The following explain 3 aspects of the form of initial reading difficulties in recognizing

aspects of knowing to read words, namely:

(1) Aspects of Identifying Letters

This aspect measures the ability to identify separate letters according to the level of the student. The task of students is to identify the letters of the words contained in the test sheet as much as possible but should not be spelled. 9 students could not yet identify letters. In this aspect, the average score obtained is 80.5 and the percentage is 36%.

(2) Aspects of stringing wording

This aspect measures the ability to string together separate words according to the level of the student. The task of students is to string together the arrangement of words contained in the test sheet as much as possible but should not be spelled. 15 students could not string together words. In this aspect, the average score obtained is 66.1 and the percentage is 56%.

(3) Aspects of Identifying Words

This aspect measures the ability to identify separate words according to the level of the student. The task of the students is to identify as many words contained in the test sheet but should not be spelled. 5 students cannot identify words yet and need teacher help. 4 students said the wrong word. 6 students remove letters and change words with similar ones. In this aspect, the average score obtained is 67.2 and the percentage is 60%.

(4) Meaningless aspects of reading words

Based on the results of data recapitulation of SDN 29 Sanggau students. Results of the EGRA Test tested on students of SDN 29 Sanggau. The following explain 3 aspects of the form of initial reading difficulties in recognizing aspects of knowing to read words, namely:

(1) Aspects of Identifying Letters

In this aspect, measuring reading ability is the principles of the alphabet. This is to access the grapheme-phenom pair decoding capabilities. The words on this test sheet have no meaning. Students are asked to identify letters as they are written. 9 students could not yet identify letters. In this aspect, the average score obtained is 80.5 and the percentage is 36%.

(2) Aspects of stringing wording

In this aspect, measuring reading ability is the principles of the alphabet. This is to access the grapheme-phenom pair decoding capabilities. The words on this test sheet have no meaning. Students are asked to string together the wording as written. 7 students cannot string together words and still need the teacher's help. 3 students stammered in stringing together the wording. 3 students are not fluent in stringing words. 2 students have not yet assembled the arrangement of the letters ng. In this aspect, the average score obtained is 62.5 and the percentage is 60%.

(3) Aspects of Identifying Words

In this aspect, measuring reading ability is the principles of the alphabet. This is to access the grapheme-phenom pair decoding capabilities. The words on this test sheet have no meaning. Students are asked to identify words as they are written. 7 students could not identify words yet and needed the teacher's help. 5 students pronounce the word incorrectly. 2 students omit letters and 2 students change words with similar ones. In this aspect, the average score obtained is 63.9 and the percentage is 60%.

(4) Aspects of Reading Aloud Fluency and Reading Comprehension

Based on the results of data recapitulation of SDN 29 Sanggau students. Results of the EGRA Test tested on students of SDN 29 Sanggau. The following explain 5 aspects of the form of initial reading difficulties in recognizing aspects of knowing to read words, namely:

(1) Aspects of Identifying Letters

This aspect is a key assessment, measuring fluency in reading texts whose stories are related to comprehension. This ability is the ability to read text automatically, accurately, and use expressions. 9 students could not yet identify letters. In this aspect, the average score obtained is 80.5 and the percentage is 36%.

(2) Aspects of stringing wording

This aspect is a key assessment, measuring fluency in reading texts whose stories are related to comprehension. This ability is the ability to read text automatically, accurately, and use expressions. 7 students cannot string together words and still need the teacher's help. 3 students stammered in stringing together the wording. 3 students are not fluent in stringing words. 2 students have not yet assembled the arrangement of the letters ng and ny. In this aspect, the average score obtained is 60.89 and the percentage is 60%.

(3) Aspects of Identifying Words

This aspect is a key assessment, measuring fluency in reading texts whose stories are related to comprehension. This ability is the ability to read text automatically, accurately, and use expressions. 7 students could not identify words yet and needed the teacher's help. 5 students pronounce the word incorrectly. 2 students omit letters and 2 students change words with similar ones. In this aspect, the average score obtained is 62.31 and the percentage is 60%.

(4) Aspects of Reading Fluency

This aspect is a key assessment, measuring fluency in reading texts whose stories are related to comprehension. This ability is the ability to read text automatically, accurately, and use expressions. 3 students are not fluent in reading and need teacher help. 12 students read with spelling, too long and faltering. In this aspect, the average score obtained is 62.01 and the percentage is 60%.

(5) Aspects of the ability to answer questions about the content of the reading.

In this aspect, it is an assessment of the ability to understand literal questions (present in the text) and inferential questions (answers not directly in the text). 5 students could not answer the question. 6 original students in answering the questions. 2

students answered two questions incorrectly. In this aspect, the average score obtained is 64.32 and the percentage is 52%.

3. Listening Aspect (Listening Comprehension)

Based on the results of data recapitulation of SDN 29 Sanggau students. Results of the EGRA Test tested on students of SDN 29 Sanggau. The following explain 2 aspects of the form of initial reading difficulties in recognizing aspects of knowing listening (listening comprehension) words, namely:

(1) Aspects of Mindful Listening

This aspect measures the ability to follow and understand simple stories. The measured reading ability is spoken language (vocabulary and syntax). This is not a timed activity and there are no student reading sheets. The researcher/assessor reads the story to the students. 7 students did not focus on listening to the story. 5 students lack focus on hearing stories. In this aspect, the average score obtained is 71.76 and the percentage is 48%.

(2) Aspects of the Ability to Answer Text Questions Heard

This aspect measures the ability to follow and understand simple stories. Comprehension skills as well as the ability to follow and understand literal questions (are in the text) and inferential questions (answers are not directly in the text). This is not a timed activity and there are no student reading sheets. The researcher/assessor reads the story to the students. 5 students could not answer the question. 6 original students in answering the questions. 2 students answered two questions incorrectly. In this aspect, the average score obtained is 65.52 and the percentage is 52%.

CONCLUSION

Based on the results of research conducted by researchers at SD Negeri 29 Sanggau with interviews, observations and EGRA tests, it was concluded that:

1. The results of the observation and EGRA test of initial reading difficulties of grade I students of SDN 29 Sanggau, researchers concluded that of the 5 difficulties in the initial reading aspect, namely the aspect of recognizing letters from 2 aspects, namely the aspect of recognizing capital letters, 5 students could not mention capital letters. 4 students are not familiar with letters much and it is difficult to distinguish almost the same letters. In this aspect, the average score obtained is 71.4 and the percentage is 36%. Aspects of recognizing lowercase letters 4 students have not been able to pronounce lowercase letters. 4 students are not familiar with letters much and it is difficult to distinguish letters that are almost the same, namely. In this aspect, the average score obtained is 74.36 and the percentage is 32%.

The aspect of reading words from 3 aspects, namely the aspect of identifying letters 9, students cannot identify letters. In this aspect, the average score obtained is 80.5 and the percentage is 36%. The aspect of stringing words is 15 students have not been able to string together words. In this aspect, the average score obtained is 66.1 and the percentage is 56%. Aspect of identifying words 5 students cannot identify words yet and need teacher help. 4 students said the wrong word. 6 students remove letters and change words with similar ones. In this aspect, the average score obtained is 67.2 and the percentage is 60%.

The aspect of reading words that have no meaning from 3 aspects, namely the aspect of identifying letters 9, students cannot identify letters. In this aspect, the average score obtained is 80.5 and the percentage is 36%. Aspect of stringing the arrangement Aspect of word fluency 3 students are not fluent in stringing words. 2 students have not yet assembled the arrangement of the letters ng. In this aspect, the average score obtained is 62.5 and the percentage is 60%. Aspect of identifying the word 5 students pronounce the

wrong word. 2 students omit letters and 2 students change words with similar ones. In this aspect, the average score obtained is 63.9 and the percentage is 60%.

Aspects of fluency in reading aloud and reading comprehension from 5 aspects, namely the aspect of identifying letters 9 students have not been able to identify letters. In this aspect, the average score obtained is 80.5 and the percentage is 36%. Aspect of stringing word arrangement 7 students cannot string together words and still need teacher help. 3 students stammered in stringing together the wording. 3 students are not fluent in stringing words. 2 students have not yet assembled the arrangement of the letters. In this aspect, the average score obtained is 60.89 and the percentage is 60%. Aspect of identifying words 7 students cannot identify words yet and need teacher help. 5 students pronounce the word incorrectly. 2 students omit letters and 2 students change words with similar ones. In this aspect, the average score obtained is 62.31 and the percentage is 60%. The reading fluency aspect of 3 students is not fluent in reading and needs teacher help. 12 students read with spelling, too long and faltering. In this aspect, the average score obtained is 62.01 and the percentage is 60%. The aspect of the ability to answer questions about the content of reading 5 students cannot answer the questions. 6 original students in answering the questions. 2 students answered two questions incorrectly. In this aspect, the average score obtained is 64.32 and the percentage is 52%.

Listening aspect (listening comprehension) from 2 aspects, namely the aspect of listening attentively 7 students do not focus on listening to stories. 5 students lack focus on hearing stories. In this aspect, the average score obtained is 71.76 and the percentage is 48%. The aspect of the ability to answer questions about the text listened to 5 students could not answer the questions. 6 original students in answering the questions. 2 students answered two questions incorrectly. In this aspect, the average score obtained is 65.52 and the percentage is 52%.

2. Results of student interviews factors causing initial reading difficulties of grade I students of SD 29 Sanggau are Physiological Factors with a percentage of 12%, Intellectual Factors with a percentage of 12%, Environmental Factors, with a percentage of 16%. Motivation Factor with a percentage of 24% and Confidence with a percentage of 4%.

SUGGESTION

Based on the conclusions above, the researcher gave the following suggestions:

1. For Teachers
   Teachers can provide additional hours to students who have difficulty in reading, teachers make learning media such as syllables which are especially in stringing word arrangements. Make interesting games in learning specifically for reading.

2. For Principals
   Principals can help students who are still struggling with early reading by creating a reading corner program so that students become more interested in reading.

3. For the Next Researcher
   The results showed that the difficulties experienced by grade 1 students of SDN 29 Sanggau from the five most difficult aspects, namely stringing words. Researchers can then examine more deeply related to these problems either in the form of qualitative research that can answer or examine these problems.

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