**Analysis of Reading Difficulties for SDN 03 Bilah Barat Students**

**New Linggahara Cliff Village**

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***Abstract***

The issue discussed in this study is the problem of low reading ability in students. Therefore, an in-depth analysis of the obstacles that affect the students' reading ability is needed. The aim of this research is to determine the elements that hinder students' reading abilities. The method used in this research is a descriptive approach within a qualitative research framework. Several students from SDN 03 Bilah Barat were the focus of this research. Data was collected in two ways, namely through direct observation (observation) and face-to-face conversation (interview). The results of this research indicate that students' lack of interest and motivation to develop reading skills is the main cause of students' reading difficulties. Besides that, Lack of learning support and attention from parents or family also influences efforts to overcome children's reading difficulties. Educators have taken steps to overcome problems in students' reading learning. This includes providing students with regular assignments, facilitating access to books through loans, providing praise and encouragement to increase enthusiasm for learning, and organizing extra sessions or tutoring for students who face reading difficulties.

**Keywords:***analysis, reading difficulties, tutoring*

**Abstract**

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**Introduction**

Reading activities have a very significant role in the world of education. Reading is not just an act of obtaining information, but also has a major impact on individual achievement in various fields. In the Big Indonesian Dictionary, reading is defined as the process of understanding the contents of writing (by reading or just silently), spelling or reciting writing, and saying it. Rahim (2019), quoted by Intan Ayu (2020), stated that reading comprehension is an important skill that must be mastered by elementary school students because it is directly related to their learning process.

The ability to read has great significance for students. Instilling reading skills is an important basic principle from an early age. Reading is a more complex process than simply reading text, involving visual recognition, aspects of thinking, psychological language, and self-understanding (Rahim, 2011). It is not uncommon for students with learning difficulties to have diverse backgrounds; some struggle with spelling skills, while others fail to read fluently. It is important for students at the elementary level to master reading skills, because this is closely related to their reading comprehension in the teaching and learning process. Poor readers will find it difficult to participate in learning activities in class. Understanding the information in books and what teachers teach is also hampered due to reading difficulties. Therefore, these problems may have an adverse impact on children's academic success.

The learning process at school may be hampered due to a lack of reading skills. Learning problems may be different; not every student progresses in their learning in the same way. The level of enthusiasm for learning also fluctuates. The teacher's role is very significant in directing students towards achieving learning goals, especially in the context of reading skills. Teachers have a crucial responsibility in monitoring student progress in class, especially in early grades or lower level classes, where basic reading skills are an important basis that will shape student learning performance at higher levels.

As educators, the teacher's role has a significant impact in improving students' reading abilities. Teachers have an important responsibility in directing student development. Thus, teachers need to plan reading learning methods that encourage students' interest in reading and inspire them that reading is fun. Students in primary schools should focus on developing their reading skills as this is directly related to how well they learn overall (Agustina & Hariyadi, 2018; Kharisma & Arvianto, 2019; Pratiwi, 2020).

Typically, challenges in reading often appear at the initial levels of learning, although sometimes they are also seen at higher levels. According to Hidayah (2011), many students in upper elementary/MI classes still face reading difficulties. This creates challenges in reading books and doing assignments given by the teacher.

This can be found at SDN 03 Bilah Barat, not only experienced by the low class but also found in the high class. Overall, several students at SDN 03 Bilah Barat identified difficulties in reading correctly. In accordance with the views of Yusuf (2003) quoted by Intan Ayu (2020), based on studies in developed countries, more than 10% of school students experience challenges in their reading abilities. Therefore, the researcher was interested in conducting research with the title "Analysis of Reading Difficulties in Students at SDN 03 Bilah Barat, Tebing Linggahara Baru Village".

**Method**

This study combines qualitative methods with descriptive analysis strategies. The goal of a qualitative approach is to collect descriptive information orally, in writing, or by observing human behavior and points of view. This research was conducted at SDN 03 Bilah Barat, Tebing Linggahara Baru Village. With four children as the main research subjects, the goal of data collection was to learn more about the characteristics of reading challenges. Interviews and observations were used to collect data. Interviews are used to obtain further data or information regarding students' reading challenges, while observations are used to understand the characteristics of reading difficulties.

In this research, data analysis was carried out following the framework presented by Miles and Huberman in the work of Sugiyono (2017). The initial stage is data reduction, where information that is considered important is selected from the data collected in the research process. After that, the second step involves presenting the data through creating analytical text based on the results of interviews and observations. This analysis process helps researchers to gain a better understanding of the situations that occur during the research. The next stage involves drawing conclusions that lead to a definitive answer to the question or problem posed in the research.

**Results and Discussion**

After conducting research on students' learning difficulties, researchers will describe the problems found in the research. The following is an exposition of the findings resulting from the study.

1. **Characteristics of Reading Difficulties**

Based on observations and conversations with teachers and students, several characteristics were found in the early reading challenges experienced by children. Letter recognition is the first issue. The ability to recognize letters is an essential basis for students' reading skills. Students also need to understand how each letter of the alphabet is pronounced correctly. More than just memorizing the order of the letters (AZ), it is important for students to know the shape and sound of each letter. This is important because an understanding of letter shapes and sounds will help students in their initial reading correctly. The results of the analysis show that four students, namely FH, SP, EA, and RS, face problems in the ability to recognize letters.

Students with the initials FH face a number of difficulties in reading, including composing words slowly, inaccurate pronunciation of words, difficulty understanding reading content, and tending to give answers without consideration. Even so, even though FH faced difficulties in reading, he was still able to write by imitating what his teacher or classmates wrote.

The reading difficulty experienced by SP was that it was difficult to combine letters into words, he only memorized the letters of the alphabet but did not know them well. Like FH, SP also faces difficulties in reading. However, he can write because he imitates what his teacher and classmates write.

EA faces a number of difficulties in reading, including not being able to differentiate between the letters 'b', 'd', 'q', and 'p', experiencing delays in putting words together, difficulty in pronouncing words, and having limitations in understanding content reading. In terms of writing, EA still needs special guidance and attention from the teacher, because there are still certain letters lacking in his writing.

RS faces various difficulties in reading, including in composing words using the letters 'ng' and 'ny', for example 'win', 'sky' and 'sing'. In addition, RS experienced obstacles in understanding reading content, had difficulty understanding punctuation, and experienced delays in composing words. Even so, RS already has the ability to write, but when writing he often feels doubtful about what he writes.

FH, SP, EA, and RS are some of the children who face obstacles in their reading abilities. They have difficulty spelling words, have difficulty understanding the contents of the reading, and do not have strong attention to punctuation in the initial reading. They feel anxious when pronouncing words haltingly. Students will have difficulty pronouncing words if they do not understand the importance of punctuation symbols such as periods and commas. The importance of understanding punctuation lies in their ability to interpret sentences and read comprehension, because punctuation has the ability to change the meaning and understanding of sentences.

The results of an interview with one of the teachers revealed that the four children were included in the category of children who had difficulty reading, this was in line with the findings of this field study. This statement is supported by statements in class teacher reports, one of which often emphasizes the importance of maintaining interest when learning to read. The notes in the report show that in terms of quality, teachers think that low learning outcomes occur due to problems or difficulties in reading, which is considered the main gateway to understanding knowledge.

From a theoretical perspective, students who face challenges in reading tend to perform poorly in school. This situation is clearly visible in the four students mentioned previously. Every semester, there are always subjects that do not meet the passing standards of the four students, and their learning outcomes are always below the class average (KKM). This fact supports the findings of previous experts who indicated that difficulties in learning to read can have an impact on overall low learning achievement and can lead to failure in their learning process (Moris et al, 2000; Abdurrahman, 2003; Jamaris, 2009; Fauzi, 2018) .

1. **Factors Inhibiting Reading Difficulty**

Each student's reading ability can vary depending on the stimulation received. Students who have difficulty reading usually experience this for two reasons: internal problems and external influences. Based on Pramesti (2018) as cited by Citra (2022), the first internal factor that influences reading difficulties is intelligence or physiological factors. From observations, it can be concluded that students' intelligence or intellectual capacity is a limiting factor in the reading process. The teacher also stated that the average level of intelligence of students in the high class was quite high. However, there are students who are less intelligent than other students. Therefore, students with lower IQ levels must overcome obstacles that are beyond their ability, and it is clear that they have difficulty learning (Mardika, 2019).

The second factor is physical condition. Signs such as fatigue, drowsiness, dizziness, lack of focus, lack of enthusiasm, and mental instability in students indicate that their physical condition is not functioning optimally. Poor health conditions will hinder the ability to learn (Nurani et al., 2021; Oktadiana, 2019). Based on observations, it appears that during the learning process, students feel tired and have difficulty concentrating when reading, this causes difficulties in reading for students.

The third factor is interest. Due to the lack of enthusiasm of children in honing reading skills, based on observations it is known that children's interest in reading is still low. In addition, students admitted that they had difficulty distinguishing letters. Because interest is generated from environmental knowledge or from interactions and learning that occur in the immediate environment, it is different from talent (as stated by Fitri, 2019; Sari, 2020). The teacher uses interesting learning strategies that are relevant to students' reading challenges to increase children's enthusiasm for reading.

The fourth factor is motivation. The observation results show that students' motivation in learning to read is still poor. This lack of interest can make students less motivated to read, so that it can hinder reading ability. Lack of encouragement of self-motivation in the home environment may be the cause of students' low interest in learning to read. Children's learning motivation can be influenced by a lack of parental attention. Therefore, parents should focus more on arousing their children's enthusiasm for reading so they don't encounter challenges in reading. Motivation to learn is an encouragement that encourages students to be involved in learning activities, maintains the smooth running of learning activities, and provides direction for the learning process so that students can achieve the expected results (Hafida, 2020; Hapsari et al., 2021).

Furthermore, students' reading difficulties are influenced by environmental factors as well. Environmental influences include the student's history, their experiences at home, and the family's financial situation. Often parents do not give enough attention to their children at home when they have difficulty learning to read at first. Parental involvement in children's education plays an important role in determining their learning responsibilities. As a result, children who receive loving attention from their parents will be more inclined to do learning with a sense of responsibility. Conversely, if students receive less attention from their parents, their commitment to learning also tends to decrease (Fikriyah et al., 2020; Ramdan & Fauziah, 2019). The results of this study also show that parents often think less about their children's schooling. Not only that, the lack of attention from parents can also be caused by their busy work schedule, as a result, they find it difficult to help their children learn to read at home. The results of the analysis show that during the day, students are often more interested in playing with their friends, so that sometimes they forget to involve themselves in learning to read activities.

Teachers should have an understanding of the child's family environment and be responsive to changes that may suddenly occur in the child. Children's opinions about books and reading are also influenced by where they live. Children who like to read are likely to have parents who share the same passion for reading, have a large book collection, place a high value on reading activities, and enjoy reading aloud. Parents who play an active role in their children's education and support their positive attitudes towards learning, especially in terms of reading, will have a significant impact on their children's enthusiasm for learning.

Through observing the teaching-learning process at SDN 03 Bilah Barat for students who have difficulty reading, it can be seen that the teachers have implemented an effective approach to learning. Teachers take special steps to help students with reading difficulties, bearing in mind that these students often lose concentration due to a lack of enthusiasm for learning, and often disturb their peers who are studying. Therefore, the researcher observed that the teachers made special efforts to help these students stay focused on learning and so that they would not be left behind by their classmates. This shows that teachers have taken the initiative to provide extra attention and encouragement to struggling readers.

Therefore, the challenges that prevent children from reading well can be divided into two categories: internal causes and external factors. Internal factors include intelligence (physiological aspect), physical condition, interest, motivation, and encouragement given to students. On the other hand, external factors involve the surrounding environment, such as the role of parents and the influence of peers.

1. **Efforts Made In Overcoming Reading Difficulties**

Of the various factors that cause difficulties in reading, to overcome this problem, a number of procedures can be followed. Teachers should try to help children who have difficulty learning to read by regularly giving them assignments. With regular practice, students are expected to be able to understand each concept taught, thereby reducing the anxiety or fear they experience when facing exams. Other actions include providing additional lessons or private tutoring, encouraging students to read the alphabet frequently, inviting students to practice reading letters, giving homework to do at home, lending books, giving praise, and providing motivation and encouragement. students who have difficulty reading. Additionally, teachers may offer help to students who have difficulty reading.

Based on observations and interviews, the teachers at SDN 03 Bilah Barat work very hard to help children who have difficulty reading. Providing more instruction to students who struggle with reading is one measure used. For students who still have difficulty reading well, this additional help is provided after school hours. This additional learning is intended to provide opportunities for children who have not yet mastered the ability to read to study harder and accelerate the development of their reading skills. This approach is also in line with the views expressed by Megawati (2015) as reviewed by Saugadi (2021), Sometimes giving more advice to students can be a useful strategy for solving problems related to children.

Not only that, another approach used is to give assignments to be done at home, so that students can catch up with the development of their classmates in terms of reading skills. Apart from that, teachers also try to continuously provide motivation and enthusiasm for learning to read to students. This initiative aims to motivate students to be more diligent in studying reading and lesson content. Endriani's (2018) opinion supports this concept, stating that providing encouragement and advice to children can increase their interest in learning and other activities. Both during additional lessons and during the regular learning process, the enthusiasm for learning to read remains. This is done to motivate students who have difficulty reading to maintain dedicated study habits at school and at home.

**Conclusion**

The findings of this study allow us to draw the conclusion that there are a number of factors that contribute to students' reading difficulties. The causes include a lack of motivation and willingness of students to learn to read, a lack of supervision during the learning process, and a lack of family attention in helping their children overcome reading challenges. The main goal of this research is to inspire and motivate students to take an active role in their reading instruction. Through interesting and fun exercises, it is hoped that students will be very enthusiastic and interested in the process of learning to read.

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