



## Inhibiting Factors in Beginning Reading Ability of Class I Elementary School Students

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**Abstract:** This study aims was to describe the inhibiting factors for early reading in grade 1 elementary school students and find the right solution to overcome these students' early reading difficulties. The type of research used was descriptive qualitative with case study method. The subjects in this study were IC class students at SDN Srengseng Sawah 15 Pagi totaling 32 students. Data collection techniques in this study were observation, interviews with (teachers, students and parents of students) and documentation. Data analysis technique was one by data reduction, data presentation and conclusion drawing. The results of this study indicate that the inhibiting factors for early reading in grade I students at SDN 15 Pagi South Jakarta include: 1). Factors of interest in reading students who are still very lacking, (2). Family factors become significant influencing students' reading ability 3). Environmental factors where they come from effect the development of children. Solutions that can overcome the difficulties of early reading are: (1) Teachers provide additional study hours for children to learn to read, (2) Parents must give attention, motivation and encouragement to children, (3) The home environment, the need to limit and monitor children in playing and provide learning facilities at home for children.

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## Introduction

Education can give birth to the next generation of advanced and developing nations according to the times. Education is a very important process for human survival. According to Yuliani, (2019) education is one of the most important needs in the life of every human being, because through education humans can understand the nature of life and education can be the nation's progress reading comprehension in Indonesian is one of the basic language skills taught in schools. Avivitin Oktavin Indrayani (2016) said that language learning in elementary schools had an important role, language learning can form the basic skills needed for the next child's development. Mulyati, (2017) Says that there are four aspects of language skills: listening , speaking, writing and reading . Reading skills are essential skills that first-grade elementary school students must have. Because without the ability to read, students will have difficulty understanding the explanations and contents of books. Reading comprehension taught at the first grade elementary school level is Beginning Reading. Beginning reading aims to train students to understand writing with intonation and can were pronounce correctly. According to Auliah (et al., 2021) aspects of reading for Elementary Schools and MI adapted from the competency standards of the previous curriculum are as follows: reading letters, syllables, words, sentences, and paragraphs. Reading competence is also directed at fostering a reading culture.

Feronika (2016) Explained that students which learning difficulties are identified as having difficulty reading letters, words, or sentences that were not caused by cases of mental



retardation, low visual and hearing impairments, movement disorders, and emotional disorders. Some components of early reading teaching, the teacher is central in the educational process. The success or failure of learning at school, including learning to read the beginning can never be separated from the role of a teacher. Siti Halidjah (2012) said that this initial reading comprehension was also a basic provision for mastering various subject areas. Therefore, students must already have basic provisions when entering the next class and can step into reading comprehension. Parent should accompany the process of learning to read in the early stages, and teachers, as a result, students with difficulty reading speed receive appropriate treatment.

Early reading was a stage in the reading process for lower-grade elementary school students (Yuliana, 2017). Students will acquire the ability and reading skills and learn to understand the contents of the reading well. Halidjah (2018) says that the ability to read is one of the keys to the progress and success of students. Therefore, the teacher must make a good reading learning plan so that it can foster reading habits in class and school as something fun. The implementation of preliminary reading in grade I elementary school is carried out in two stages, namely reading with the stage without books and using books. Learning to read without books is done by using media or teaching aids, for example, such as picture cards, letter cards, or other media. Learning to read with books is a reading activity using reading books as learning materials for Nurba Dewi S(2018). Everything that was obtained through the reading would enable that person to be able to strengthen his mind and memory and broaden his horizons and the perspective of a person expressed by Windrawati & Gafur(2020).

According to Sunaryo, the main purpose of reading was to seek and obtain information, including content, to understand the meaning of reading (Suleman et al., 2021). Meanwhile, according to Hadiana (2018) the purpose of pre-reading used in pre-reading was to train and develop the ability of students to recognize letters, train and develop the ability of students to convert writing into language sounds, train students' skills to understand the words used. read, listen and remember well and train students' skills to be able to interpret a word in reading. Septiana Soleha et al. (2021) said that preliminary reading was carried out with the aim that students had the basis knowledge that was used as a basis for reading language and was directed to oral language skills. fluently and precisely and understood the meaning of the reading.

The way of the initial reading test varies and uses many methods and media. The researcher uses a post test made from Canva and will be shown during the learning process. The researcher here wants to know how many students in one class cannot read the post test that has been given. Pramesti (2018) suggested that teachers needed to design reading lessons well and attract students' interest so that students' reading habits in learning are fun activities. Nana Sudjana in (Irna Setyowati, nd) also said that to get the desired learning achievement in teaching and learning activities, the teacher could choose a strategy that suits the condition of the first-grade elementary school students. First grade elementary school students were sensitive to everything the teacher teaches in the classroom, they considered the teacher their idol and the teacher was not an enemy to be feared (Damai et al., 2017). What is taught by the teacher will be emulated in the learning process. For this reason, teachers must be able to set good examples in learning and makes tudents follow so them to achieve the expected goals.

Based on the results of observations at SD Negeri 15 Pagi, South Jakarta, it was found that students in grade I elementary school had difficulty reading the beginning. The researcher also saw that some of the first- grade students were still unable to read and asked



me for help to read the writing on the blackboard. Whereas in the lower grades, the reading stage has begun. Beginning reading learning for students is crucial to prepare for the advanced reading stage. The low reading at the beginning of grade I SD must be addressed immediately, because it can have a significant impact and can be detrimental to students, teachers and parents. This study aims to describe the factors that hindered the early reading of grade 1 students and find the right solution to overcome the difficulty of reading the beginning of grade 1 students at SDN 15 Pagi, South Jakarta.

### **Research Method**

The type of research used in this research is descriptive qualitative with case study method. Sugiyono (2017) said that descriptive qualitative research whose research procedures produce descriptive data whose results were in the form of written or spoken words from an information or subject being observed. Through this method, it is expected to gain an in-depth understanding of the facts in accordance with the research.

The subjects in this study were all IC class students at SD Negeri 15 Pagi, South Jakarta with a total of 32 students. Mawai & Halidjah (2014) explained that the subject was a variable or what was the focus of a study. The main instrument is the researcher himself, the researcher acts as a data collector. The supporting instruments in this study were in the form of interview guidelines with students, parents of students and teachers, as well as a reading test instrument to determine the factors that hindered students' initial reading. Student observation sheets are used to determine the initial reading activity of these students who can read or cannot read.

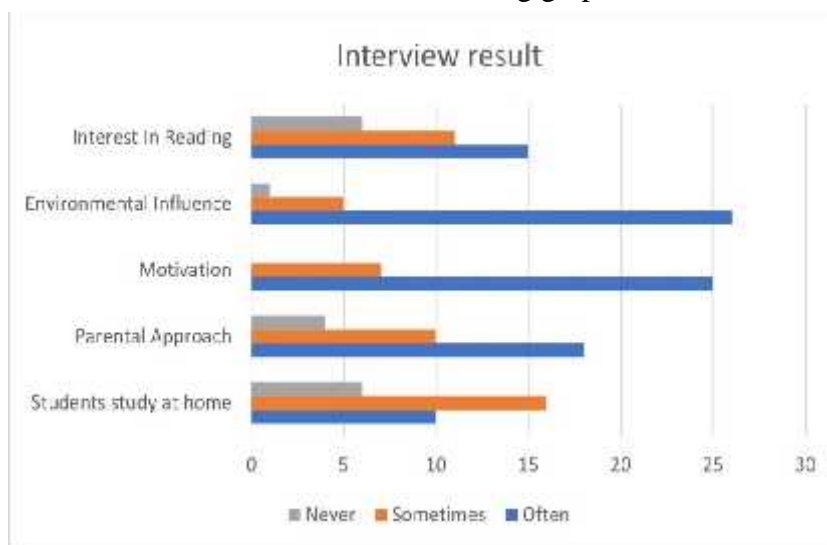
This study used the techniques proposed by Sugiyono (in Irawan, 2020) which consisted of observation, interviews, and documentation. According to Bimo Walgito (in Siti Saibah, 2017) a case study Was a method to investigate an incident regarding a person or social problem. In this case study method, a number of informants are needed in order to obtain extensive information. According to Tjutju Soendari (2020) Data analysis techniques in qualitative research are carried out with the first stage, namely the data reduction stage which means summarizing, selecting important things, then looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture and make it easier for researchers to collect further data and achieve research objectives. After the data is reduced, the next step is the presentation of the data. In qualitative research, the presentation of this data can be done in the form of tables, graphs, pictograms or short descriptive forms and the like. The third step in qualitative data analysis is drawing conclusions or verification. The initial conclusions are still tentative, and will change if no strong evidence is found to support the next data collection stage. It is still possible to add or subtract as long as the data in the field is still developing.

Satori and Komariah (in Lilis Hayati, 2012) suggested that triangulation was checking data from various sources in various ways and at various times, this research used source triangulation and method triangulation. According to Hadi (2010) triangulation of sources, namely researchers explored information from sources of students, teachers and parents of students. Data from these sources are then described and categorized between different views and more detailed views. While the triangulation method (Curriculum et al., 2012) said it could be done using more than one technique. This study reveals data about the factors that hinder the early reading of first-grade students at SD Negeri 15 Pagi, South Jakarta and the solutions to the barriers to early reading by interviewing the IC class students, teachers, and parents of students.



## Results and Discussion

Based on the results of interviews and pre-reading tests as well as documentation carried out in this study in class I at SDN 15 Pagi, South Jakarta, it was found that the factors that hindered early reading were internal factors and external factors. Internal factors include the lack of student interest in learning, the lack of an approach between students and parents and the approach between students and teachers, and difficulty in combining sentences. External factors of students not taking Kindergarten first, the environment where they come from which brings these students always playing, lack of attention and motivation from parents, students who are addicted to playing games on cellphones. The inhibiting factors and the results of the interviews are described in the following graphic form.



**Figure 1. Interview Results**

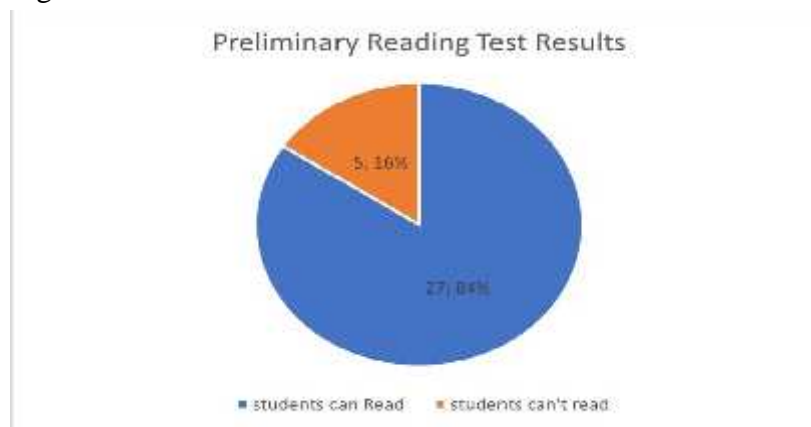
The inhibiting factor for early reading learning is the lack of interest in learning to read students, this can be seen in interviews with grade 1 students who are not yet fluent in reading on the question "Do students like to read at home?" and "Do students learn to read at home every day?". Students answer normally and rarely learn to read at home. In essence, I prefers to learn while playing, so the teacher must provide interesting learning media to help children read fluently and interested in learning to read. This finding is in line with research conducted by Hasanah & Lena (2021) that the factors that hinder students from having difficulty reading early were the lack of interest of students in learning to read, difficulty in combining letters and sentences, and children feel bored quickly. With research conducted by Hasanah & Lena (2021) using the *Early Grade Reading Assessment (EGRA)* to determine the ability of each student in beginning reading while the research conducted by researchers used interviews with class I teachers, class I students, and parents of students, as well as pre-reading tests made with Canva. Hasanah & Lena (2021) conducted research at the Ujung Gurun State Elementary School, Padang city, while the researchers carried out research at SDN 15 Pagi Srengseng Sawah 15 Pagi South Jakarta.

Secondly, students did not go to kindergarten first. It can be seen in interviews with IC class students on the question, "Do students first go to kindergarten / early childhood or directly register for elementary school?" some of the students answered that they directly registered for elementary school, not kindergarten. And the interview with the IC class teacher "What are the mother's obstacles when teaching class I?" The class teacher explained

that the problem was students who were not in kindergarten, had to teach from the beginning of letter recognition to fluent reading.

Third, the lack of family support and encouragement in learning to read, can be seen in interviews with first-grade teachers on the question "What is the inhibiting factor for students having difficulty recognizing letters and spelling words in early reading?". The family is the main supporting and motivating factor in the success of children in reading, especially parents are the first teachers and examples for children. In this case, there are still many parents who don't pay attention to their children because they are busy working, parents just leave it entirely to the school in terms of academics, some parents with low education. So that the reading learning obtained by children is still less than optimal.

Fourth, the environment where they come from, this can be seen based on interviews with parents of class I students on the question "How is the environment at home? Does the environment at home influence the child? The home environment is an important factor in a child's growth. If the home environment has a good influence, children will follow and grow well, but if the home environment has a bad impact, children will also follow it, such as playing a lot of football and also playing games on cellphones. And it makes students slow in reading the beginning.



**Figure 2. Results of the Preliminary Reading Test**

Based on the preliminary reading test data that the researcher made, it shows that the first-grade students of SDN 15 Pagi South Jakarta which consists of 32 students, there are 5 students who have difficulty in beginning reading and 27 children can read beginning (fluent in reading). In the reading test, there are letters p, q, b and d that always spell the letters wrong, most of them say the letters wrong or are reversed in their pronunciation, namely the letters p and q.

The results of interviews with first grade teachers at SDN 15 Pagi, South Jakarta can be explained as follows: The teacher's last education was S1 PGSD, the class teacher explained that the library in elementary school was adequate and the teacher bought early reading books and story books for children to study in class. The teacher motivatens the class to students so that students have enthusiasm for learning; the teacher also uses interesting media, namely picture cards and learning while playing. Teachers experience obstacles in teaching in class because students who have difficulty reading the beginning are left behind with their friends in class so the teacher gives information to parents so that the child is assisted and guided at home, and the teacher provides additional learning after school.

The results of interviews with class I students at SDN 15 Pagi South Jakarta can be explained as follows: The results of interviews that 32 students, many say they are normal in



their interest in reading; some say they do not like reading and prefer to play at home. In classroom learning, some students who have difficulty reading the beginning say the teacher is too fast in explaining. They spend a lot of time playing at home and playing games on their cellphones.

The results of interviews with parents of participants (Ti, Yi, Dw, Nh, Ta, As) of Class I SDN 15 Pagi South Jakarta can be explained as follows: That parents influence in improving early reading skills, this is evidenced by researchers interviewing parents of students whose children can read clearly and fluently, parents always invite their children to study and practice at home and always motivate their children to learn to read when their children feel bored, parents always provide continuous motivation and are given rewards to improve learning. interviewed researchers said that their children at home rarely learn to read, it is difficult to teach and be invited to learn if it is not in accordance with the wishes of their children. He likes to fight, so he can't be hardened in educating and also his brother doesn't want to teach his sister because he is impatient sometimes. The family's economic situation is lacking so both parents are busy working and don't really monitor their children in studying at home.

Based on the data analysis that has been done, it can be said that the inhibiting factors for early reading in class I students at SDN Srengseng Sawah 15 Pagi, South Jakarta, are: (1). Factors of interest in reading students who are still very lacking in initial reading skills and have difficulty in participating in learning activities in class, (2). Family factors become very important in influencing students' reading skills, lack of family encouragement and motivation and guidance that children need, (3). Environmental factors where they come from that affect the development of children so that children choose to play more than learn. Based on the research of Sultan Alaudin's research (2021) the alternative solution is that teachers must be creative and innovative in developing teaching materials, especially at the beginning of reading in class. Moreover, parents must pay more attention and constantly monitor children in learning to read; students' interests must be developed and trained continuously.

This study also found alternative solutions to overcome difficulties in early reading in elementary school, namely: (1) Teachers provide additional study hours for children to learn to read and use media that are interesting and understandable by students and reading books media (2) parents must pay attention, motivation and encouragement to their children in learning to read, especially to increase children's interest in reading. Good cooperation between class teachers and parents of students. (3) The home environment is needed to limit and monitor children in playing and provide learning facilities at home.

## **Conclusion**

The conclusions obtained based on this research include: (1). Factors of interest in reading students who are still very lacking in initial reading skills and have difficulty in participating in learning activities in class, (2). Family factors become very important in influencing students' reading skills, lack of encouragement and motivation from families and guidance that is needed by children, (3). Environmental factors where they come from that affect the development of children so that children choose to play more than learn. Solutions that can overcome the difficulties of early reading are:

- (1) Teachers provide additional study hours for children to learn to read and use media that are interesting and understandable by students as well as reading books,



- (2) Parents must give attention, motivation and encouragement to their children in learning to read, especially increasing interest in reading child. Good cooperation between class teachers and parents of students
- (3) Home environment, the need to limit and monitor children in playing and provide learning facilities at home for children.

### Recommendation

Recommendation for teachers:

- 1) Teachers should make and develop teaching materials innovatively and creatively for students to read the beginning
- 2) Teachers should provide more guidance and attention to students who have difficulty learning to read beginning
- 3) Teachers should take a socio-emotional approach to students who have difficulty reading surface; and their parents
- 4) Teachers should provide interesting learning media so that students with learning difficulties in early reading have an interest in learning.

Recommendation for Parents:

- 1) Parent should provide fun learning media and comfortable learning spaces
- 2) Parents should always accompany and guide their children when studying at home and provide motivational support and attention to children so they are interested in reading.

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