



# Difficulty of Reading The Beginning in Class 1 Students

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**Abstract.** Students' reading abilities vary from one student to another. Through good and correct reading habits, it is hoped that reading difficulties can be reduced. The aim of this research is to describe initial reading difficulties and the influencing factors for grade 1 elementary school students. The research used a qualitative type with 25 students as subjects. Research location in Manisrejo Madiun. Data is collected in the form of tests, documentation and interviews. The aspects used in the reading assessment guidelines are recognizing letters, reading words, reading fluency and reading comprehension. The results of the research show that students who are already able to read fluently still have difficulty understanding the text, students who do not read fluently because they are lazy, no one teaches them to read, they cannot spell, they have difficulty interpreting words. Factors that cause reading difficulties include illness, lack of practice, lack of attention from parents and teachers. Teachers must be more active in teaching students who have difficulty reading by using interesting methods and media and adding special teaching hours.

**Keywords:** difficulty reading, class 1, reading abilities

## 1 Introduction

Learning Indonesia as one of the most important subjects in education. Language learning at the elementary school level includes the ability to understand, the ability to appreciate literature, the ability to use Indonesian such as aspects of language skills which consist of speaking, reading, listening, and writing (Hidayah, 2015). Reading is something that does not only involve one thing, but there are several things that need to be involved and not just pronouncing a piece of writing, but it needs to involve thinking and visual activities (Rahim, 2007). Oktadiana (2019) mentions reading as a skill that can be taught to children from an early age. Especially low grade students. Low grade students will learn to read at an early stage, which is known as learning to read beginning.

Reading the beginning is the initial process of someone getting to know a skill such as recognizing letters, recognizing spelling, pronouncing letters according to their sound and arriving at the process of understanding a reading (Dalman, 2014). The habit of introducing reading is a way to develop skills and proficiency in reading skills ,

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where the success of students in mastering reading skills can determine children's success in learning. According to Aulia, Adnan, Yamin & Kurniawati (2019) in the ability to read both beginning and advanced reading, there are several factors that can influence both internal and external factors. so that to reduce the factors that cause students reading difficulties, students must practice reading regularly. Capacity of students in reading are different, is who can not read well will have difficulty in learning to follow, for the teachers and parents also have a very important role dal am successful students in learning. In addition, reading habituation can reduce students' learning difficulties. Learning difficulties as a condition that causes the students are not able to receive and absorb the lessons well, this is because the presence of neurological disorders, these disorders can affect the brain work of students in remembering, understanding, and receive information, so it can make students have difficulty reading (Razak, 2014). Yu-aldi, Sumekar & Tarmansyah (2013) argue that reading difficulties are an obstacle that occurs in children's reading abilities. In general, students who have reading difficulties do not mean children who have abilities below average which can affect students' reading difficulties. There are many factors that can prevent students from having difficulty reading. Where this can be seen in the different abilities of students from one another, especially in reading and spelling. According to Abdurrahman (2012) there are errors that were encountered during the process of reading the beginning, such as word replacement because students find it difficult to distinguish the letter "d" from the letter "b", omitting words or letters, inserting words, repeating words. Most of the difficulties experienced by low-grade students, especially in the first grade students of SD Negeri 02 Manisrejo town of Madiun. Students who have difficulty reading at the beginning can affect student learning achievement, because students do not understand the learning material which is a measure of student success in learning. For this reason, a teacher and parents need to train students to read and get used to encouraging students to like reading, so that reading habits can be embedded in students. Based on the above background, this research is focused on the discussion of: Difficulties and factors that cause difficulty in Early Reading in Class I Students of SDN 02 Manisrejo.

Reading is a process that does not only involve writing, but also involves thinking, visual, metacognitive, and psycholinguistic activities (Rahim, 2007). By reading someone will gain a lot of knowledge and various information that has not been known before. Reading according to Tarigan (2008) is a process used by readers to obtain information or messages conveyed by the author through various media, both spoken and written language media. According to Artati (2008) reading is a process of activities carried out by someone in order to obtain a message.

The purpose of reading is basically to obtain new information and gain broader insight. The purpose of reading according to Tarigan (2008) aims to obtain a message / information and be able to understand the meaning in a reading. According Rahim (2007) in the reading needs to be a goal, with a goal one would be easier to understand than someone who does not have a purpose. In addition, according to Artati (2008) the purpose of reading is to find out an event in a story. With the purpose of reading this, someone will really understand the events in a reading and can even solve a problem in the reading. According to Artati (2008) there are several benefits in reading, including fostering creativity, helping to express thoughts, increasing vocabulary.

Early reading is an initial step in learning to read and learning the skills that must be understood and controlled by someone in reading (Dalman, 2014 ). According to Abdurrahman (2010 ), the reading stage of a person starts from grade 1 / One Elementary School (SD), which is around six years old. However, there are some children who have learned to read earlier and some who have not. Usually starting from the introduction of a word to a complete sentence. According to Shah (2009) in reading the beginning there are several factors that influence it, namely factor internal (Aspect Physiological and Aspects Psychological, external factors , and factor approach. Reading is the center of one's information. When reading, errors are often encountered. According to Abdurrahman (2012), various errors were found when reading the beginning, namely omitting words or letters, inserting words, changing words, repeating and reversing words.

Difficulty reading according to Andarsari & Ainin ( 2017 ) is a condition that experiences difficulties and failures both in the arrangement of letters, the process of meaning words and in terms of recognizing letters, and spelling caused by biological neurological disorders such as genetic factors, nutritional disorders in the brain, and it can also be caused by the influence of drugs. Meanwhile, according to Widiyorini & Van Tiel (2017 ), learning difficulties are a learning disorder that causes problems in neurological development related to problems with reading, writing and arithmetic. According to Fauzi (2018 ) students who experience learning difficulties have various characteristics of reading difficulties such as difficulties in understanding letters, words and sentences, this is not due to mental retardation, emotional disorders in children , and low children's hearing. Meanwhile, according to Jamaris (2015) there are several characteristics of children who have difficulty reading, including: difficulty understanding and recognizing letters, reading a word, usually children read a word haltingly, omit some letters, and change a word, reading fluently, have a low memory ability condition , and children are less able to answer various questions about the content of the reading. According to Thompson (2010 ), there are several things that need to be considered in students who have difficulty reading during the learning process, namely: 1) the teacher divides the assignment into several simple parts 2) ensures that the assignment given is well structured and structured 3) make a list of what is expected of children who have difficulty reading at the beginning to the end of the assignment given Meanwhile, Indriastuti (2015 ) expressed her opinion that in overcoming children's reading difficulties there are various variations, depending on the difficulties experienced by the child.

## **2 Research Methods**

This type of research used in this research is qualitative research with a qualitative descriptive approach . This study aims to obtain data about reading difficulties in a qualitative descriptive form . This research was conducted at SDN 02 Manisrejo, Madiun City. The number of students in class I A was 25 people, with 11 male students and 14 female students . In this case, the time used by the researcher starts from March to June 2020 . In this study, taking research subjects as many as 3 students from 25 students in grade 1 with data collection through data sources and research instruments.

Source primary data used to determine the behavior of students that can be obtained through interviews to teachers , the test in the form of an oral order to determine the condition of the students who have difficulty reading, and documents . The secondary data source is in the form of documentary photos taken during the research. The data archive is the behavior of students who have difficulty reading at the beginning . This study uses research instruments in the form of tests and interviews . A specs that can be used in reading assessment guidelines include: recognizing letters, reading words, reading fluency and reading comprehension. Data collection techniques using tests, interviews and documentation. Data analysis in qualitative research carried out at the time of data collection took place and after data collection takes place at a certain period concurrent with data collection at obtained of interviews, tests , and documentation. Activities in qualitative data analysis performed interactively and continues over time until the data collected more accurate . Activities in data analysis consist of several stages, namely reduction, display data, and conclusion drawing / verification. Research procedure is conducted in stages, election issues, preparation, implementation, validity data are obtained by using triangulation is a triangulation of data sources and triangulation techniques. Triangulation of data sources was used to compare data from teacher interviews with student interviews. Meanwhile, triangulation techniques are used to compare information or data in different ways.

### 3 Research Result

The data in this study were obtained through tests and interviews with the first grade students of SD Negeri 02 Manisrejo. In analyzing pre-reading difficulties in grade 1 SD Negeri 02 Manisrejo using data from the results of tests and interviews on thematic learning and the efforts of the teacher in overcoming students at pre- reading difficulties. In this study, the researcher took 6 students, namely 2 students with low abilities. 2 students with moderate ability, 2 students with high ability. The selection of 6 students as the subject of this study was based on the results of student reports which were used as a reference for the research subjects, the following were the data on the names of selected student subjects.

**Table 1.** List of selected subject.

No.	Student's name	Gender	Age
1	DV	Male – Male	7 years
2	WA	Women	7 years
3	RL	Women	7 years
4	SA	Women	7 Years
5	PM	Women	7 years
6	RD	Male	7 years

From the tests / assessments given to students, the results obtained from the data of students who have high, moderate and low reading difficulties . From the results of the reading test, there was a high score obtained by 2 students , from the two students they got a score of 100.

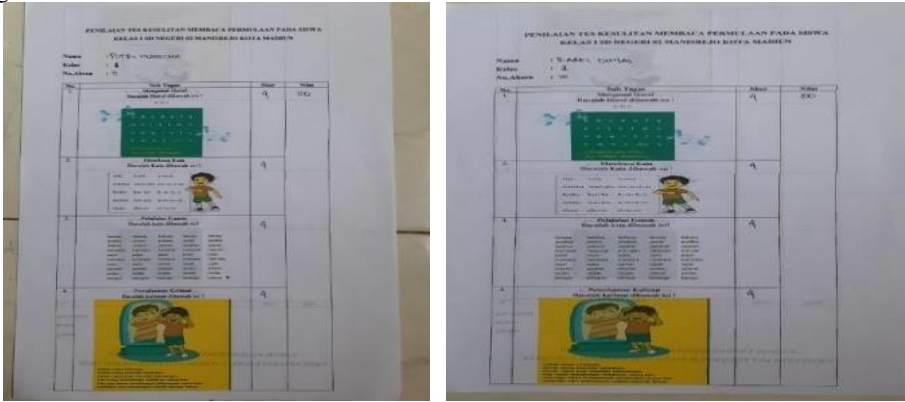


Fig. 1. High - ability Reading Ability Test Results

From the picture of student test results , it can be explained that a student who has high reading ability named Putri Mahecha gets a score of 100 with details on each aspect, namely : Aspect 1, namely analyzing letters , p there is this aspect the student gets a score of 4. Students are able to read by recognizing diphthongs, vowels, and consonants well and students are able to read fluently . Aspect 2 is reading words, in this aspect students get a score of 4. Students are able to read every word fluently, do not omit a word in the reading, and do not change the word on the reading. Aspect 3 is reading fluency, in this aspect students get a score of 4 . Students are not slow in reading, when reading students are able to track writing correctly, the ability to speak while reading is good. Aspect 4 is understanding of the reading, in this aspect students get a score of 4. Students have enthusiasm and motivation to read , are able to recall the contents of the reading they have read, are able to answer questions about the reading that they have read.

From the results of the tests that have been carried out, there are two students who have a score of 75 , these two students are students with moderate reading skill . Here are the results of reading tests students who have the ability me to reed being , this following test results that have been obtained student, as follows:

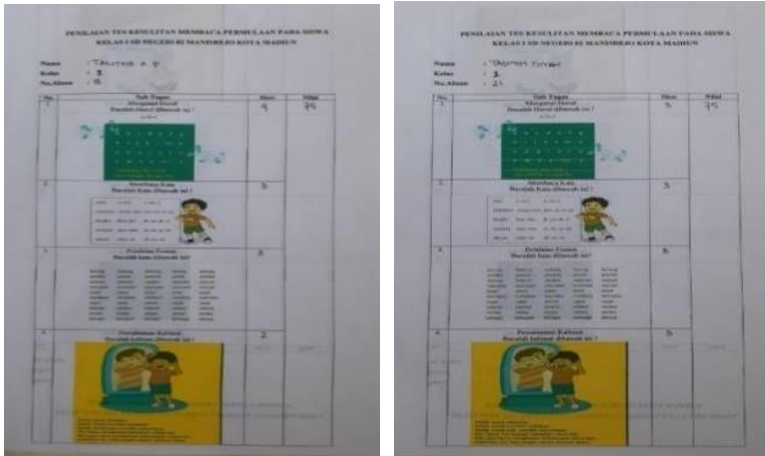


Fig. 2. Reading ability test results with moderate ability

From the picture of student test results it can be described, a spec 1 is analyzing letters, in this aspect students get a score of 4. Students are able to recognize diphthongs, vowels, and consonants , a spec 2 is reading words, in this aspect students get a score 3. Students are able to read every word by spelling, students do not omit a word in the reading, and when reading students still change some of the words in the reading, a spec 3 is reading fluency, in this aspect students get a score of 3. Students are not slow in reading , when reading students are able to track writing incorrectly, ability to speak when reading clearly, a spec 4 is understanding of the reading, in this aspect students get a score of 2. Students have the motivation to read, are able to recall the contents of the readings they have read, students less able to answer questions about the reading that has been read.

Results of tests have been done on literacy beginning in grade 1 , there are two students who obtained the score in the bottom of KKM 75, the student is classified at students who have difficulty reading, because students are not familiar with the letter, which is in line with the assessment in each -Each aspect that gets a lower score than the other students. The following test results have been obtained by students, as follows:

No.	Aspek	Nilai
1.	Analisis Huruf Membaca Huruf di bawah ini!	2
2.	Membaca Kata Membaca kata di bawah ini!	1
3.	Pembacaan Cermat Membaca kata di bawah ini!	1
4.	Pemahaman Kalimat Membaca kalimat di bawah ini!	1

No.	Aspek	Nilai
1.	Analisis Huruf Membaca Huruf di bawah ini!	2
2.	Membaca Kata Membaca kata di bawah ini!	1
3.	Pembacaan Cermat Membaca kata di bawah ini!	1
4.	Pemahaman Kalimat Membaca kalimat di bawah ini!	1

Fig. 3. of the Student Low Reading Proficiency Test Results

From the table above, it can be explained that the 5th student who has low reading ability named David gets a score of 2 5 with details on each aspect, namely : a spec 1, namely analyzing letters, in this aspect students get a score of 1 and one student gets a score of 2 . Students are not yet able to recognize vowels, do not recognize consonants, and do not recognize diphthongs , a spec 2 is reading words, in this aspect students get a score of 1. Students have not been able to read words at all, this is because students have not mastered letters , a spec 3, namely reading fluency, in this aspect students get a score of 1. Students are slow in reading, when reading students cannot track writing correctly because they cannot recognize letters, speaking ability when reading pronunciation is less clear, this is because students experience slurred (pelo), students cannot pronounce the letter "r" clearly, a spec 4 is an understanding of the reading, in this aspect students get a score of 1. Students lack the motivation to read, have not been able to recall the contents of the reading they have read , students have not been able to answer questions about the reading that has been read if not guided by the teacher.

In this study, researchers also used interview data in data collection. In obtaining data, researchers conducted interviews with grade 1 teachers and students who were selected as research subjects at SD Negeri 02 Manisrejo, the results of interviews could be used by researchers to determine the characteristics of difficulty reading beginning, factors what causes students to have difficulty reading, as well as what efforts the teacher has applied in overcoming pre-reading difficulties in grade 1 students of SD Negeri 02 Manisrejo . The results of interviews with grade 1 teachers revealed that there were many students who were already fluent in reading but there were also students who were still spelling and there was even one student who could not recognize diphthong at all, so that the student could not read at all. " (interview G.1 ). Students who have difficulty recognizing letters usually make mistakes when reading, for example, students sometimes omit a letter in a word in a reading. This is because students are less able to pronounce the letters that make up a word as a whole.

From the data analysis, it can be concluded that the first grade students of SDN 02 Manisrejo Madiun City, 2019/2020 academic year who have difficulty reading, have various characteristics of early reading difficulties such as students who cannot read at all, this is because students have not mastered the letters AZ, students know little letters and cannot distinguish ambiguous letters such as letters b and d, students can already recognize letters but are still not fluent in reading and do not understand the use of diphthong letters (ny, ng), still halting and even some letters are still missing, while most students have analyzed letters, are fluent in reading and can use diphthong (ny, ng) well, other than that students lack in understanding the contents of a reading so they only read without understanding the meaning of the contents of a reading. In addition to this, there are several factors that cause these students to have difficulty reading, such as physical health as a factor that can affect students in learning, the existence of learning media and learning models used by monotonous teachers so that students get bored easily while learning, this can hinder students in learning. A dapun some efforts have been done to tackle these teachers as a way to dictate, read alternately / rotating.

The characteristics of students in spelling difficulties, from the test results and interviews in this study, there were students who had different techniques when spelling, there were students who spelled aloud and there were also students who spelled silently. In addition, there are students who still have difficulty using diphthong (ng, ny) letters, such as when students read there are letters that have not been understood by students. Difficulty pronouncing phonemes, from tests and interviews it is known that there is one student who has the ability to speak less clearly when speaking, this is said to be *cedal* (slurred), students who experience slurred cannot pronounce letters well, usually students have difficulty pronouncing letters 'r', it can be seen when students are asked to read a word "neat", read "lapi" by students. Besides there are students who have difficulty distinguishing between the letters 'd' and 'b'. Besides the difficulty to understand the content of reading, *dari* results of tests and interviews is known that many students who have difficulty in understanding the content of a reading, this is because students are less focused when reading a passage, to determine the extent of the students' understanding teachers usually provide questions orally to the students, there are students who answer directly or verbally but cannot express it in written form. There are also those who only answer by guessing it does not match the contents of the reading. From the description above in accordance with Fauzi's opinion (2018: 97), students who experience learning difficulties have various characteristics of reading difficulties such as difficulties in understanding letters, words and sentences, this is not due to mental retardation, emotional disorders in children, and low hearing child.

There are several factors that can cause students to have difficulty reading at the beginning, such as the first factor, physical health that is not supportive, from the results of tests and interviews it is known that there are health problems such as cough, flu and fever. So that parental attention is needed to maintain children's health, maintain a healthy diet so that children can receive learning well. The second factor is the variation of the current teachers' learning from test and interview known that learning model that is less attractive to make students bored while studying. The third factor, the use of learning media is also very important in the learning process, from the results of tests and interviews it is known that the teacher has used learning media in teaching reading



to students, namely in the form of letter cards to introduce letters and word cards to introduce words to students. The media used is still inadequate, but with the existence of this media it can support the learning process of students even though there are still two students who do not recognize letters. The fourth factor in the family environment, the role of the family also greatly influences students in student success while studying, so that students really need the role of parents in learning, this can make students more leverage in learning. From the description above, in accordance with the statement of Shah (2009: 145), in reading the introduction there are several factors that influence it, such as factors from within students, which have two aspects, namely physiological aspects (aspects related to physical and physical health).

After knowing the characteristics of the beginning reading difficulties and what factors cause students to have difficulty reading, then there are efforts that have been made by the teacher in overcoming the difficulty reading beginning students, namely: First, the teacher has a way to dictate to students, with this effort it aims to help students who have difficulty reading words or sentences in the reading, even students who do not recognize letters. Second, the second attempt by the teachers to apply reading alternately, from the results of tests and interviews it was known that one of the teachers' efforts to overcome reading difficulties was through reading alternately. In taking turns reading students who have difficulty reading are asked to listen to their friends who are reading, this is in order to help students improve their comprehension skills in understanding a reading

## 4 Conclusion

Based on the results of research and discussion, the following conclusions can be drawn:

1. Characteristics of reading difficulties experienced by students included difficulty recognizing diphthong letters, deleting letters, spelling haltingly, having slurred speech weakness (pelo) and students' low understanding of the reading content. From the six students as selected subjects. There are two students have ability early reading is low, two students have the ability to read the beginning of the medium, and two students have the ability to read the beginning of the high.
2. Factors that cause reading difficulties include poor physical health, students who experience health problems such as coughing, flu are also factors that can cause reading difficulties, besides that there are also problems with students who have poor speaking skills, usually called slurred. (Pelo), where students have difficulty pronouncing the letter "r". There are factors that cause students to have difficulty reading, namely the lack of support from parents. Furthermore, there are learning media and learning models that are less attractive to students.
3. Handling efforts that have been made by the teacher to overcome students' reading difficulties are by dictating and reading alternately / taking turns. However, there are two students who have kem Ampuan reading is low, it is because the students have not yet mastered the letters properly.

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