



# STUDENTS' OBSTACLES OF LEARNING READING IN SECOND-GRADE ELEMENTARY SCHOOL

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## ABSTRACT

Beginning reading learning at SD Negeri 10 Kandis has problems with reading ability in class II students, which has an impact on students, teachers and also the school, so it is necessary to find out the obstacles that occur in beginning reading. This research aims to find out the factors inhibiting the beginning reading ability of class II students at SD Negeri 10 Kandis. The research method used is qualitative with a case study approach, research data sources: observation, interviews and documentation, data analysis techniques: data reduction, data presentation and drawing conclusions. The results of this research are: factors inhibiting the beginning reading ability of class II students at SD Negeri 10 Kandis, namely internal factors and external factors. Internal factors include students being lazy to read, lack of motivation in reading, lack of interest in reading, lack of attention when studying, students' memory is low so it is difficult to remember letters and students lack focus in learning to read. External factors include family and school, factors originating from the family environment, namely parents who are busy working so there is a lack of attention to their children, lack of guidance from parents, lack of interaction and communication with their children. Meanwhile, factors originating from schools include not carrying out literacy every day before starting learning, not having a reading or literacy corner, the approaches and strategies used by teachers are less interesting and boring, rarely using media or teaching aids provided by the school. Based on the results of observations, teacher interviews, student interviews and documentation carried out by the researcher, the researcher concluded that the factors inhibiting the initial reading ability of class II students at SD Negeri 10 Kandis were external factors in the form of factors originating from the school environment and family environment.



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## 1. INTRODUCTION

Education is a very important process in the life of society, nations and nations because education is one of the determining capital of the future progress of the nation. Through education is expected to grow the development of a new generation that is more qualified in the process of development of life of nation and country. Education is also one factor that supports the intellectual change of human beings in a better direction (Astia, 2022). Education in Indonesia is divided into three paths: formal, non-formal and informal. Formal education is the education that is obtained at my school.

The formal education consists of Basic School (SD), Primary Secondary School (SMP) and Higher Middle School (SMA). Primary school education is the education that is the first policy for students. One of the lessons learned by primary school students is Indonesian language learning.

Reading activities are often used in everyday life. Every place must have written symbols to read and understand. Reading is a process carried out by the reader to receive the message that the author wants to convey through the written media. The implementation of reading in the second grade of primary school is carried out in two stages, namely, the first using a printed medium or a book for the teaching material and the second using tools other than books such as letters cards, word cards, temple cards, etc. Reading in elementary school consists of two parts, the beginning reading and the advanced reading. The beginning reading is available in class I and II while the advance reading starts in class III (Yani, khairun Nisa, & Heri Setiawan, 2021). For problems such as reading difficulties this often gets less attention from the lower-class teachers. Educators or teachers who are everyday involved in the educational process tend to not understand correctly students who have learning difficulties, especially the difficulty of reading in the beginning ( Melita, Ramanata, Imelda,2022).

Based on the results of the initial observations carried out by the researchers at the SD State 10 Kandis district of Ogan Ilir in class II found that the starting reading results are still low, it can be seen that the inhibition of the ability to read the beginning, where there are 9 students that are included in the category of smooth reading while the 8 students that belong to the category are less smooth. It is seen from the following problems: 1) some students are slow in reading, 2) students are still having difficulty spelling letters, 3) students still have difficulty understanding letters. In the second grade of elementary school, the ideal student is a student who already has the ability to do initial reading. In order to solve the problem, the researchers tried to find out what factors were inhibiting the ability of students to read the beginning of SD State 10 Kandis district of Ogan Ilir.

The problem in SD State 10, Kandis is reading the beginning that was still low that resulted in students having difficulty in receiving knowledge through the student book. The problem arose as a result of years of online learning due to the impact of Covid-19 that made it difficult for teachers and students to conduct more effective and efficient teaching learning activities. Therefore, it is obviously different when learning is done face-to-face, plus the lack of attention and motivation from parents, lack of interest in learning to read from the student himself so that it can hinder the student to read smoothly. So what a teacher needs to plan is to cultivate the habit of reading to be a pleasant thing. The success of the students in following the process of teaching and learning activities in the school is largely determined by the mastery of the ability to read in the beginning. Students have difficulty in capturing and understanding information presented through textbooks and other mentoring books. As a result, his learning skills are also slower compared to those of his friends who do not have difficulty reading.

Based on the above phenomenon, it can be seen that the student's early reading ability is still impaired, so this problem is suitable for research. In connection with this, the role of the teacher is very important in understanding the factors inhibiting reading ability, then a study will be carried out aimed at identifying the factors that inhibit the reading ability of students in the beginning of class II. Based on the background above, the author will carry out research entitled “Students’ Obstacles of Learning Reading in Second-Grade Elementary School”.

## 2. METHOD

The method used in this research is qualitative with a case study approach. The primary purpose of this qualitative research is to understand a social phenomenon or symptom by providing a clear representation of the phenomena or symptoms in the form of a series of words that will eventually produce a theory. (Sujarweni, 2020, p. 20).

Data in this study is interviews, observations, and documentation. In this study, the primary data source is the data obtained through the results of interviews with teachers of the second grade of SD Negeri 10 Kandis to find out the factors inhibiting the ability to read early. In this research, the secondary data sources are the data received from the results from the reading test of the student of the first grade, books, journals, photographs, audio recordings, videos, and records related to the problems studied through documentation.

The data collection technique in this study is observation, and interview. In this study, the researchers used the source triangulation, the technique of triangulation, and the time Triangulation. Activities in data analysis, namely data reduction, data display and data conclusion drawing/verification.

**Table 1 Grid Interview Instruments**

Focus	Aspect	Indicator	Informer	Metode
10 Kandis State Elementary School	Factors inhibiting initial readability	1. Learning process in the classroom. 2. Students' difficulty reading beginnings 3. Teacher guidance.	Class II students	Interview
10 Kandis State Elementary School	Factors inhibiting initial readability	- Students' level of attention. 4. - Student participation	Class II students	Interview

### **3. RESULTS AND DISCUSSION**

The research was carried out at the State Department of 10 Kandis which is adjacent to the road AMD IX village Kandis 1, Kandis Prefecture district of Ogan Ilir, South Sumatera. 10 Kandis State SD is headed by the head of the school named Eliyah, S.Pd. This school has 6 classes I, II, III, IV, V, and VI with a number of students as many as 104 students and 8 number of teachers and staff of the State SD of Kandis 10.

This research was carried out with the aim of finding out the factors inhibiting the reading ability of students in the beginning of class II SD State 10 Kandis. This research data is obtained from the results of the teacher's interview in class II, student interview in the second class and documentation. After the researchers have collected the data, then the data obtaining will be analyzed to know the factors of inhibition of the reading skills of students of the beginning class II in the State 10 kandis.

#### **Observation Analysis**

From the results of the observations of the activity of students of the second grade in the learning process of starting reading and the observation process showed that the students of class II in the State SD 10 Kandis consisting of 17 students there were 9 students who already had good starting reading ability and 8 students who had obstacles or difficulties in starting reading. Teacher observations were made to find out how the process was at the time, external factors are literacy activities are not carried out every day, do not have a reading corner, teachers lack mastery of the learning material, the teachers use less effective learning approaches and strategies so that learning is less interesting and boring and rarely use the existing media in the school. Internal factors are students can not sit in seats, students are lazy in learning to read, students like to talk to their friends while learning is going on and ignore teachers who are overwhelming in front, lack of focus when learning reading then difficult to remember letters, confused stacking sentences, confusing distinction between vocal letters and difficulty combining letters between chosen letters and vocal.

#### **Results of Data Analysis of Teacher Interview**

Based on the results of interviews conducted by the researchers with the guardian of the second grade SD State 10 Kandis obtained data that the ability to read early students of 17 students there were 8 students who had difficulty reading early. One of the difficulties that students experience in starting reading is the difficulty of distinguishing letters in the same shape, difficulty remembering letters (ALFABET), teachers tell students who are suffering from obesity to read forward one by one, teachers write letters of the alphabet on the board and ask students who have difficulty reading one after one so that students can remember letters - the letter of the test, before going home school teachers ask all students to move forward to read what the teacher has written and finished it can go home.

It can be described as follows, the factors inhibiting the ability to begin reading is first, the lack of student motivation in reading. Based on interviews with second-class teachers that students are less motivated in school. It is in line with interviews conducted by students that there are some students who don't like reading despite that whole students who do not like Indonesian language subjects, there are a few students who are not enthusiastic when there is learning reading and Indonesian language lessons in the classroom, and there are several students that are lazy and not happy learning reading with teachers or their parents. Lack of student motivation in reading disturbs students lazy and not enthusiastic in reading resulting in students having difficulty reading. When a parent doesn't care about his child's activities in school and leaves all of his child's activities to school especially to his class teacher and does not motivate his child then the child will have no motivation to move forward and assume that he has been ignored by his parents. Meanwhile, students also need to have the motivation to change themselves for the better. It is in line with the research carried out by (Sari, Tahir, & Devi, 2023) that the internal factor that is inhibiting the ability to start reading is the lack of inward motivation of the student to learn to read because of a lack of interest in reading which causes the inward rejection of students to learn not to read.

The researchers also revealed that the alternative solution to overcome the difficulties of reading in elementary schools is as follows:

1. Always give motivation and encouragement to students to learn to read even more energetically at home and in school (Udhiyanasari, 2019) that the solution for overcoming the difficulty of reading beginnings is that parents give incentive, motivation, and enthusiasm when learning at home. The encouragement, motivation and enthusiasm that parents give their children must be through action and not just words.
2. Use an attractive and effective learning medium that can overcome students' reading difficulties. It is in line with the research carried out by (Udhiyanasari, 2019) that the solution to overcome early reading difficulties is to use learning media with the help of images to make it easier for students to recognize and remember letters.
3. Increase self-confidence and motivate the child. To cope with the difficulty of learning to read, it is necessary to increase the motivation of children to learn to read by reading fairy tales, and then explaining the various benefits of regular reading. Besides, the child's self-confidence should also be aroused because usually the child has difficulty in following lessons in class so it is often cleansed by his classmates. It's in line with the research done. (Udhiyanasari, 2019)

Based on the results of the research through, teacher interviews, student interviews and documentation that have been carried out by researchers in Class II SD State 10 Kandis on August 21, 2023 obtained data that of 17 students there were

9 students with high reading ability, 6 students with medium reading ability and 2 students with low reading ability. Students with poor reading ability have difficulty in learning reading beginning that includes students having difficulty distinguishing letters of almost the same shape, difficulty memorizing letters, students lack focus when learning to read, difficulties combining vocal characters, students are still speechless, then there are also students who are not familiar with letters.

It can be described as follows, the factors inhibiting the ability to begin reading is first, the lack of student motivation in reading. Based on interviews with second-class teachers that students are less motivated in school. It is in line with students' interviews that there are some students who don't like reading despite that whole students who do not like Indonesian subjects, there are a few students who are not enthusiastic when there is learning to read and to learn Indonesians in class, and there are several students that are lazy and not happy to learn to read with their teachers or their parents. When a parent doesn't care about his child's activities in school and leaves all of his child's activities to school especially to his class teacher and does not motivate his child then the child will have no motivation to move forward and assume that he has been ignored by his parents. Meanwhile, students also need to have the motivation to change themselves for the better. It is in line with the research carried out by (Sari, Tahir, & Devi, 2023) that the internal factor that is inhibiting the ability to start reading is the lack of inward motivation of the student to learn to read because of a lack of interest in reading which causes the inward rejection of students to learn not to read.

#### 4. CONCLUSION

Based on the results of observations, teacher interviews, student interviews and documentation carried out by researchers, the researchers concluded that the factors inhibiting the reading ability of students of second grade SD State 10 Kandis are external factors that originate from the school environment and family environment. The family environment is such that parents are so busy at work that lack of attention to their children, lack of guidance from parents and lack of interaction and communication with their kids, while the school environment is not conducting literacy activities on a daily basis, has no reading corner, less attractive and wasteful approaches and strategies that teachers do, rarely uses the media or safety tools already provided by the school.

It is said that mechanical reading is an early skill that must be learned or mastered by the reader in order to know information or messages delivered through written media such as magazines, articles, books and so on. Therefore, there is a need for motivation-motivation and support from the parents of students of the second grade, then innovation-innovations in the world of learning so that it can improve the quality of education by achieving the learning objectives of students in SD State 10 Kandis especially in class II on the inhibition of the ability to read beginnings in the lower class. In the process of learning that is expected students

who can't read or who can still read it becomes smooth so that the teacher should do literacy every morning in a way one by one forward for students who cannot or who are still spying on reading using the book SB3 (One Month Can Read).

Internal factors include students being lazy to read, lack of reading motivation, less interest in reading, less attention while studying, poor student memory that makes it difficult to remember letters and less focus in learning to read.

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