
ANALYSIS OF EARLY READING DIFFICULTIES FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to identify and define the beginning reading teaching and learning process. Some factors contributed to students' first reading challenges and the teacher's strategies for overcoming those issues in grade II SDN 10 Koto Balingka. Eleven children with reading difficulties were identified as part of the study data gathered during the initial observation of the teaching and learning process in the classroom. In the 2023–2024 school year, it was known that several children had trouble starting to read in the second grade of SDN 10 Koto Balingka. This paper utilized a case study methodology and a qualitative technique with a descriptive qualitative design. Interview results served as the study's primary data sources, and secondary data came from research materials like books, notes, school-related information, learning reports, and documentation—specifically, photographs and audio recordings—related to students' understanding exercises. Perceptions, meetings, and documentation are used in the information-gathering processes. The instruments utilized in this study were guidelines for documentation, observation, and interviews. Data reduction, presentation, and conclusion were made in the data analysis step. The findings from this study show 1) The teacher's initial reading learning process emphasizes conjunctions in the form of simple sentences, using spelling and syllable methods. 2) Difficulty factors that hinder students from beginning reading in second grade consist of internal and external factors. Internal factors include students' physical intelligence, interest, and motivation. External factors include family factors and school factors. 3) Provide additional time for students who still have difficulty reading, teach them to read again by learning to read at home, pay more attention to students who still have difficulty reading at first, teach using various methods, and prepare interesting learning materials. Based on the results of this study, it can be concluded that in the teaching and learning process, there are students' difficulties in beginning reading, including (1) Difficulty in pronouncing consonants; (2) It is difficulty reading digraph letters; (3) It is difficult to distinguish similar letters; (4) Eliminating letters when we read words; (5) Difficulty in reading affixed words; (6) Not using punctuation marks; (7) reading haltingly so that there are many errors in reading; and (8) difficulty in understanding the contents of the reading. Difficulty factors that hinder students in beginning reading in grade II at SDN 10 Koto Balingka consist of students' internal and external factors. Internal factors include (1) Physical factors from students; (2) intelligence factors; (3) Interests; and (4) student motivation. External factors from students include (1) family factors and (2) school factors. The solutions given to overcome the difficulties of class II students at SDN 10 Koto Balingka in the beginning reading are: (1) Providing additional time for students who still have difficulty reading at first; (2) Teaching them to read again by learning to read at home; (3) The teacher pays more attention to students who still have difficulty reading at first; (4) Teaching

using various methods; and (5) Preparing interesting learning material.

Keywords

Beginning, Difficulty reading, SDN 10 Kota Balingka



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INTRODUCTION

The government has developed the 2013 curriculum, which will be used in schools and madrasas to improve education standards. The 2013 curriculum emphasizes scientific methods, genuine assessment, and integrative theme learning. (Aulia & Mastoah, n.d.) They explained that the 2013 curriculum prohibits students from developing balanced hard talents and soft skills. Academic competencies such as numeracy and other academic skills are referred to as hard skills. At the same time, education (soft skills) includes basic principles and dispositions, including integrity, accountability, tenacity, love for the motherland, and others. The 2013 curriculum contains theme-based learning methods integrated with various disciplines when implemented. The theme chosen is based on the student's home environment, making learning interesting and not too formal. It is hoped that practicing this curriculum will produce young people who will become critical and creative thinkers in the future, according to the needs of the times.

The lower grades, which begin in grades I–III between the ages of 6–8, and the upper grades, which begin between 9–11 and begin in grade four and continue through grade six, make up primary school. The basic education a child receives has a tremendous impact on how they develop as a person. A child in the lower grades will participate in learning activities to read alphabet letters, spell syllables, read words, and read sentences during the early reading period (Setyarini, 2019). Students initially practice letter recognition and reading letters through reading. Recognizing letters from A to Z is a step in the reading process. Students learn to spell letters once they become familiar with them and use them to connect words with interesting sounds. There are two types of reading: reading aloud and reading more. Early reading comprehension is especially important in lower grades (grades I and II). The reading stage includes activities that prohibit younger students from reading the letters of the alphabet, spelling syllables, reading words,

and reading sentences. Even though grade two students can read fluently, they are still in the early stages of reading (Septiana Soleha et al., 2021).

The introduction of letters A/A and Z/Z to children is the first step in banning them from reading. The letter must be pronounced by the young according to the sound. After teaching children how to pronounce the alphabet, the next step is teaching them how to spell syllables, read words, and read short phrases (Muammar, n.d.). Early grades, especially grades I, II, and III of elementary school, teach beginning reading. Reading stress at this level involves the use of perceptual techniques, which require an understanding of how sentences are structured in relation to linguistic sounds. At the same time, the meaning interpretation strategy is more stressed by the upper class. Therefore, when reading the first line of the lines in grades I, II, and III, deepen the letters with the sounds of the language (Rizkiana, 2017).

Students with reading challenges find it difficult to participate in class activities. Elementary school students must be able to read because it is an important component of the educational process (Pratiwi & Ariawan, 2017). (Mile, 2016) Early reading instruction is a very effective way to help children learn to read independently. Teachers can turn print content on (off) by teaching students to read aloud. The teacher can provide examples of reading at a pace, rhythm, and tone that are appropriate for this beginner's reading assignment. (Pramesty, 2020) stated that because literate children can easily absorb knowledge from various written sources, literacy is one of the keys to good student progress. The same thing was also stated by (Pramesty, 2020), who stated that the main asset of children in secondary education institutions is literacy. This is so that children can learn the necessary knowledge because most of the learning materials are books, which they have to read carefully. Reading is a fundamental component of language, so learning to read is one of the fundamental abilities that must be cultivated (Akda & Davit, 2021). (Wulandari et al., 2022) also asserted that reading activities help students recognize material presented by the author, develop understanding and knowledge, and feel comfortable continuing to additional learning. This shows that reading is a receptive ability.

Reading has an important role in human life, especially in the information and communication era that we live in today. Anyone who wants to be successful in any field, whether

in the academic or professional world, can do it through reading. Therefore, according to experts, reading literacy is an unquestionable requirement for everyone who wants to move forward. Preliminary reading aims to provide the reader with basic information on which the language is based. For second-grade students who were not previously proficient at reading effectively and fluently, the practice of reading texts during the learning process highlights various problems. For example, some readers still have trouble finding the words Ter and Ng, St. and Mrs, so it's hard to start a sentence. In addition, K, X, F, and V are often mispronounced, making it difficult to distinguish lowercase letters (m, n, and w) (Septiana Soleha et al., 2021). The goal of early learning is to equip students with a solid basic understanding, which serves as their linguistic foundation. Throughout the learning process, the practice of reading aloud texts revealed a number of problems faced by second-grade students who previously had difficulty reading aloud and carefully. For example, some women who were studying felt very anxious when they saw the letters Ter and Ng, St., and Mrs. This makes it difficult for them to complete sentences, and they often mispronounce the letters K, X, F, and V. This makes it difficult for them to distinguish between the two smaller letters (m, n, or w) (Septiana Soleha et al., 2021).

Therefore learning to read in elementary schools needs more attention, especially in grades I and II which are lower. Because reading and literacy are the basis of involvement in a continuous learning process, learning to read in primary schools must follow the information provided in the relevant curriculum because educators play an important role in determining the growth of a nation and human civilization. An uneducated individual turns into a smart person under the guidance of a teacher. Teachers serve as role models for children, setting an example of good values and faith. As a result, instructors are very important to student's education, especially when it comes to teaching them to read.

According to (Khoiroh et al., 2018), some of them may be difficult to read at first. For example, it can be difficult to put whole sentences together, and some people don't even know the alphabet, but these are all things that we pay attention to in first grade. Basic education is very important to understand the reasons for this in young people. To ensure that children who have difficulty reading get the help they need as soon as possible, teachers, parents, or close relatives of the child should

seek help in certain cases. One strategy is to identify early reading difficulties for students.

In simple terms, grade II students at SDN 10 Koto Balingka must begin to understand letters, sounds, words, syllables, and phrases. Teachers play an important role in helping students learn to read. Students' reading ability can be improved by a number of internal and environmental variables. One of them is reading material and motivation, where motivation is a very influential factor in reading ability. People who lack motivation will find it difficult to read, while people who have high motivation will have a strong enough urge to do so. Other factors usually consist of external factors. Analysis of learning difficulties is a different approach to addressing student learning problems. In this approach, the teacher first pinpoints (carefully observing symptoms) events that will indicate student learning problems. Reading the first few words of a text can be seen as a way to practice letter recognition, word recognition, word relationships, and text meaning (Maharianti et al., 2019).

Previous research that is relevant to the analysis of students' difficulties in beginning reading in elementary school classes is as done by (Nurani et al., 2021) with the title "Analisis Kesulitan Membaca Permulaan Pada Anak Usia Sekolah Dasar." According to research findings, 43% of students fall into the very capable category in terms of reading vowels. The majority of children, or 35%, are very good at reading consonants. The majority of students belong to the 46% group with high ability in terms of reading syllables. Most students, or 32%, fall into the competent group for word reading skills. The majority of students belong to the group of very proficient readers, or 43% of them. The ability to read syllables, especially those with three or more letters, is the most frequent student challenge found in this study.

The research was conducted by (Rohman et al., 2022) under the title "Analisis Kesulitan Membaca Awal Pada Siswa Kelas Satu Sekolah Dasar," with the results of the study showed that some children continued to struggle to start reading. A number of studies have shown that there are still early reading problems, as well as many other obstacles students face. Starting with letters that are difficult to distinguish, it becomes more difficult to connect them into one word and form a complete phrase. Furthermore, research conducted by (Inka Aprilia et al., 2021) entitled "Analisis Kesulitan Membaca Permulaan Siswa Kelas I" with the findings of this study revealed early reading

difficulties faced by students in grade I, including difficulty distinguishing letters that are similar in shape, difficulty reading groups of consonants, and difficulty reading one consonant and one vowel. Low intelligence, poor physical health, low interest and motivation in learning to read, parents who pay less attention to their children's learning to read, and activities that are too active in students' lives are factors that hinder students from learning to read. Therefore neglecting those who are learning to read.

Research conducted by (Hasanah & Lena, 2021) entitled "Analisis Kemampuan Membaca Permulaan dan Kesulitan yang Dihadapi Siswa Sekolah Dasar" according to the findings of the study, lack of attention and guidance of parents in helping their children improve reading skills at home, lack of interest in helping students study, students' learning needs are not met due to the pandemic, the minimum number of study hours needed. The low grades of students in schools and the curriculum's lack of emphasis on students' reading abilities all contribute to the difficulties many students experience. Research conducted by (Septiana Soleha et al., 2021) under the title "Analisis Kesulitan Membaca Permulaan Pada Siswa Kelas II Sekolah Dasar" findings show that intellectual, environmental, psychological (motivation, interest, emotion), and psychological (environment) elements all play a role in the development of the first reading difficulty, which varies in severity. One student still does not know the alphabet, three students still read word for word, six students do not paraphrase, five students still do not pronounce words correctly, five students omit words, no repetition of reading, four students reverse words, three students insert words, two students change meaning, one student makes excessive movements, five students are still struggling with consonants, two students are still having problems with vowels, and five students are still struggling with clusters.

Based on the problems described above, the authors are interested in researching the problem "Analisis Kesulitan Membaca Awal Siswa Kelas II SD N 10 Koto Balingka". Research conducted (Hasanah & Lena, 2021) entitled "Analysis of Beginning Reading Ability and Difficulties Faced by Elementary School Students" according to the findings of the study, lack of attention and guidance of parents in helping their children improve reading skills at home, lack of interest in helping students study, students' learning needs are not met due to the pandemic, the minimum

number of study hours needed. The low grades of students in schools and the curriculum's lack of emphasis on students' reading abilities all contribute to the difficulties many students experience. Research conducted by (Septiana Soleha et al., 2021) entitled "Analysis of Beginning Reading Difficulties in Grade II Elementary School Students" with findings showing that intellectual, environmental, psychological (motivation, interest, emotion), and psychological (environment) elements all play a role in the development of the first reading difficulty, which varies in severity. One student still does not know the alphabet, three students still read word for word, six students do not paraphrase, five students still do not pronounce words correctly, five students omit words, no repetition of reading, four students reverse words, three students insert words, two students change meaning, one student makes excessive movements, five students are still struggling with consonants, two students are still having problems with vowels, and five students are still struggling with clusters.

Based on the problems described above, the authors are interested in researching the problem "Analysis of Early Reading Difficulties for Class II Students of SD N 10 Koto Balingka". This research is important because reading is the main skill needed by low-grade students to be able to participate in teaching and learning activities well and read fluently, and there are no obstacles in the next class, so they can filter information properly. The purpose of this study was to find out the root causes of the beginning reading problems of second-grade students at SD N 10 Koto Balingka and provide solutions to help students overcome these challenges. The theoretical benefit of this research is that it can help everyone and is used as a source of information in solving problems that arise during the learning process, especially in early reading. Besides that, it can also be used practically so that it can become a reference, source of information, and reference material for further studies so that it can be developed. Then start exploring more resources to improve teaching standards.

METHOD

This research is qualitative with a case study approach at SDN 10 Koto Balingka. The researcher identified and described the process of beginning reading in class II students at the

school. The research data is in the form of initial reading difficulties experienced by grade II students. Sources of data were obtained from teachers, students, and other stakeholders. Data collection techniques are carried out by observation, interviews, and documentation. Observations were made at SDN 10 Koto Balingka on January 23 - 28 February 2023. Interviews were conducted by researchers by interviewing the Principal of SDN 10 Koto Balingka, namely Mr. Martondi, S.Pd, and the class II teacher at SDN 10 Koto Balingka, namely Mrs. Ainun Niswa, S. Pd. Documentation that can become data on reading difficulties for students in grade II at SDN 10 Koto Balingka are photos, recordings, related to students' comprehension exercises. Data analysis techniques were carried out through data reduction, data presentation, drawing conclusions, and verification. At the time of reducing the data, the researcher reduced the data on the difficulty of reading at the beginning of class II students at SDN 10 Koto Balingka. Next, present the data by presenting data on the internalization of reading difficulties at the beginning of class II students at SDN 10 Koto Balingka. Then the researcher analyzed the data critically on the reading difficulties of class II students at SDN 10 Koto Balingka with a beginning reading discourse. Furthermore, the researchers also compared it with several related studies.

FINDINGS DAN DISCUSSION

Findings

The Process of Teaching and Learning Early Reading in Grade II of SD N 10 Koto Balingka

The results of early reading difficulties for class II students at SDN 10 Koto Balingka obtained from observation, interviews, and documentation found that 11 students with the initials ZR, DF, ARH, YR, RQV, RA, GDP, AH, AP, SA, MF had difficulty reading At the beginning of the teaching and learning process in class, it was found that there were students' difficulties in reading beginning in grade II at SDN 10 Koto Balingka in the 2023/2024 academic year. In addition, the researcher found that students' difficulties in beginning reading in class II were caused by several factors, such as student internal and external factors. It was clear when students were asked to read in front of the class, students were difficult to read. There were students who, when asked to read, did not have the ability to read, it is difficult to

pronounce letters, so the reading is not clear, and this is one of the internal factors of the students themselves, namely the physical factors of students with speech disorders to students. Then there were students who lacked enthusiasm, interest, and motivation when in the learning process that was carried out in class.

The following are detailed findings regarding the causes of early reading learning difficulties for class II students at SDN 10 Koto Balingka, factors that influence early reading learning difficulties, and solutions for overcoming reading difficulties for second-grade students at SDN 10 Koto Balingka.

Table 1. The Process of Teaching and Learning Early Reading
in Class II SD N 10 Koto Balingka

| No. | Early Reading Process | Description |
|-----|--|---|
| 1. | Difficulty in Pronouncing consonants | There are 11 grade II students at SDN 10 Koto Balingka who find it difficult to pronounce consonants. Each student has the same thing in common, namely, finding it difficult to pronounce consonants when reading the beginning. |
| 2. | Difficulty in Reading Digraph Letters | There are 11 grade II students at SDN 10 Koto Balingka who have difficulty reading digraph letters. Each student has the same thing in common. That is, they find it difficult to read digraph letters when reading at the beginning. |
| 3. | Difficult to Distinguish Similar Letters | There are 11 grade II students at SDN 10 Koto Balingka who find it difficult to distinguish between similar letters. Each student has the same thing in common, namely, finding it difficult to distinguish similar letters when reading the beginning. |
| 4. | Eliminate Letters When Reading Words | There are 11 grade II students at SDN 10 Koto Balingka eliminating letters when we read words. Each student has the same thing in common, namely eliminating letters when we read words when reading the beginning. |
| 5. | Difficulty in Reading Affixed Words | There are 11 grade II students at SDN 10 Koto Balingka who find it difficult to read affixed words. Each student has the same thing in common. That is, they find it difficult to read affixed words when reading at the beginning. |
| 6. | Reading without punctuation | There are 11 grade II students at SDN 10 Koto |

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|----|--|--|
| | | Balingka who do not use punctuation. Each student has the same thing in common, namely, not using punctuation when reading the beginning. |
| 7. | Reading Haltingly so that there are Many Errors in Reading | There are 11 grade II students at SDN 10 Koto Balingka reading haltingly, so there are many mistakes in reading. Each student has the same thing in common, namely reading haltingly so that there are many errors in reading in early reading. |
| 8. | Difficult to Understand the Contents of the Reading | There are 11 grade II students at SDN 10 Koto Balingka who have difficulty understanding the contents of the reading. Each student has the same thing in common. That is, they find it difficult to understand the contents of the reading when reading the beginning. |

Table 2. Factors of Early Reading Difficulty
in Grade II SDN 10 Koto Balingka

| No. | Factor | Description |
|-----|---------------------|--|
| 1. | Students' Condition | Physical The weak physical condition was a factor in the 11 grade II students at SDN 10 Koto Balingka, who had difficulty reading at the beginning, which resulted in them not being able to focus while studying. |
| 2. | Intelligence | Intelligence became one of the factors for 11 grade II students at SDN 10 Koto Balingka, so they had difficulty reading at the beginning, which resulted in students' thinking power being weak and difficulty accepting initial reading during learning. |
| 3. | Interest | Interest became one of the factors for the 11 grade II students at SDN 10 Koto Balingka, so they had difficulty reading at the beginning, which resulted in a feeling of boredom and boredom during learning. |
| 4. | Motivation | Motivation became one of the factors for 11 grade II students at SDN 10 Koto Balingka, so they had difficulty reading at the beginning, which resulted in a lack of enthusiasm and attention during learning. |
| 5. | Family | The family became one of the factors for the 11 grade II students at SDN 10 Koto Balingka, so they experienced difficulty reading at the beginning, which resulted in students being silent and difficult to interact with because there was no guidance and support from the family while studying at home. |

| | |
|-----------|--|
| 6. School | The school became one of the factors in the 11 grade II students at SDN 10 Koto Balingka so that they had difficulty reading at the beginning, which resulted in them being uncomfortable at school because they often clashed with fellow classmates. |
|-----------|--|

Table 3. Solutions To Overcome Early Reading Difficulties
In Class II SD N 10 Koto Balingka

| No | Solutions | Description |
|----|---|--|
| 1. | Provide additional time for students who are still having difficulty reading for the first time | The teacher as an educator will provide additional time for students who still have difficulty reading at first to overcome early reading difficulties in grade II SD N 10 Koto Balingka |
| 2. | Teach students to read again by learning to read at home | The teacher as an educator will teach them to read again by learning to read at home to overcome initial reading difficulties in grade II SD N 10 Koto Balingka |
| 3. | Teachers pay more attention to students who still have difficulty reading for the first time | The teacher pays more attention to students who still have difficulty reading for the first time and overcome early reading difficulties in grade II SD N 10 Koto Balingka |
| 4. | Teach using a variety of methods | The teacher as an educator will teach using various methods to overcome difficulties in beginning reading in grade II of SD N 10 Koto Balingka |
| 5. | Prepare interesting learning material | The teacher as an educator will prepare interesting learning material to overcome difficulties in beginning reading in grade II SD N 10 Koto Balingka |

Discussion

The Process of Teaching and Learning Reading Beginning in Class II of SDN 10 Koto Balingka

Learning is an activity that people engage in to modify how they can do a task; as a result of their education, students who were previously unable to complete tasks become proficient or capable. The teaching and learning process, which is the interaction between students, teachers, and teaching materials as media, is the essence of education. Reading formulas is a perceptual process of recognizing the relationship between a set of letters and the sounds of language. It is normal to find students who have difficulty reading instructions at this early reading level. When you first start reading, it can be difficult to learn the components of words and phrases

and the sounds of language.

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The process of teaching and learning to read in grade II SDN 10 Koto Balingka, when the teacher writes words and word order on the blackboard in the form of simple sentences and invites students to read the sentences together, according to triangulation findings, interviews with teachers, principals, and students. Then, in the beginning, reading process, it was found that students had difficulties reading at the beginning, such as difficulty reading digraphs, difficulty pronouncing consonants, difficulty distinguishing similar letters such as the letters "b" and "d," "m" and "w", difficulty spelling words and stringing words into syllables, difficulty reading still stammering, difficulty reading per word, and difficulty using incorrect punctuation and hyphens.

Starting in grade II at SDN 10 Koto Balingka, the process of learning to read involves the teacher writing words and wordings on the blackboard in the form of simple sentences, according to the theory that has been put forward and the research findings that have been done. The teacher chooses one of the students to read the sentence aloud together.

During the education and development process, there are some students who have difficulty reading early in three ways: 1) Pronouncing consonants, distinguishing letters that are similar such as letters "b" and "d," "m" and "w," and reading digraphs are examples of difficulties in letter recognition; 2) Difficulty in reading words, including eliminating letters when reading words, difficulty reading words with affixes such as: "meng-, ter-, ber-, ke-, per-"; 3) Less fluent in comprehension and reading aloud, including students not using punctuation marks, reading haltingly so that there are many errors in reading and it is difficult to understand the contents of the

reading.

Factors of Student Difficulty in Early Reading

The ability to read is a complex skill because it requires physical activity to move the eyes to read and verbalize writing so that it can be heard and understood by both readers and listeners (Sajawandi & Rosalina, 2020). It also involves reason and mind in understanding reading. From the child himself, both internal and external factors affect the speed at which a person learns to read because combining a number of variables that can be understood, reading comprehension is a talent that can be considered as a component of a very complicated activity. Reading instruction begins in the lower grades of elementary school or in grades I through III. To succeed in advanced reading or reading comprehension in the upper grades, grades IV and VI, students must learn to read fluently in the lower grades. In elementary school (first grade), early reading is the first level of reading taught. The main purpose of this pre-reading is to give examples of the results of Bible interpretation and how it manifests itself in the real world. It is clear from the discussion above that there are many important elements that must be considered, especially in terms of the order in which teaching materials are selected, so that children can develop reading comprehension from an early age. Children's reading literacy is higher before they enter school. Through the experience of viewing books and other media, children learn the language in a context that supports the development of early reading skills.

Psychological and physiological factors in children are examples of internal factors, while family, educational, and community factors are examples of external factors. Based on the results of interviews, student observations, teacher interviews, interviews with the principal of SDN 10 Koto Balingka, and triangulation of data collection, there are several factors that hinder students from beginning reading, including internal and external factors from students. From these internal factors, there are students who find it difficult to pronounce vowel letters. For example, the vowel "B" reads "te" and "R" reads "el" because these students have limitations in speaking, so it is difficult to read. The intelligence factor or student intelligence follows the lack of interest and motivation of students in the learning process, where there are students who are lazy to study because they are too spoiled by their parents. Then the factors from the family, there are parents of students who are

busy with their own work and only rely on learning activities at school. Then school facilities are still inadequate, such as learning media for beginning reading.

Solutions to Overcome Students' Difficulties in Early Reading

A carefully thought-out strategy is a means to an end. What is meant by "learning method" is a method of handling educational materials for students to achieve certain learning objectives (Ulfa & Saifuddin, 2018).

Based on the findings of interviews with teachers and principals, observations of students' teaching and learning processes, and reading difficulties for grade II students at SDN 10 Koto Balingka, it is suggested as follows: provide study time for students who still experience reading difficulties at first, teach them to read again by practicing it at home, paying more attention to students who initially could not read, using a variety of teaching techniques, and making learning fun.

Difficulty reading one consonant and one vowel is the final reading challenge. A consonant, sometimes referred to as a consonant, is a speech sound or sound that occurs when air leaving the lungs encounters an obstacle. Indonesian uses consonants B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, and Z. Speech organs create vowel, or speech sounds when the flow of air out of the lungs is unobstructed. A, e, i, o, and u are vowels used in Indonesian. Researchers found that students' ability to read one letter with a consonant and one with a vowel depended on their familiarity with the consonant and vowel sounds. Students who know a few consonants and vowels will find it easier to read or spell syllables with one consonant and one letter based on their knowledge of vowels, while students who know less than a variety of consonants will tend to choose the consonants they like (Susanto & Nugraheni, 2020). Whether a child can read one vowel and one consonant depends on how well they understand vowel and consonant sounds. When asked to read or pronounce letter sounds, young people who don't understand vowels and consonants may struggle, but those who do will choose consonants they know or like. If a young child is proficient with vowels and consonants, they can use their prior understanding of letters to read or spell words that have one vowel and one consonant.

Internal as well as external influencing factors can serve as a barrier to learning to read. Embedded retaining variable to start reading the problem. Intelligence comes first. Physiological reasons may be a source of difficulty for novice readers. The findings of the analysis show that one of the barriers to starting reading is the IQ or intellectual capacity of children. As a consequence of the investigation, it was determined that class II children had low IQ. The instructor also revealed the average IQ level of the second graders, but he also noted that some students had lower cognitive levels. It is clear that students with low cognitive levels cannot handle tasks that are above their ability and have learning challenges (Mardika, 2019). The second is a healthy condition. According to the findings of the analysis, students who are known to have early reading problems admit to feeling tired and having difficulty focusing while reading. The instructor also mentioned that some students had this feeling. Students with unhealthy physical conditions may often experience fatigue, dizziness, drowsiness, unable to focus, and lack of interest in reading. Students with health problems will struggle at school (Nurani et al., 2021). Students who feel tired, lethargic, nauseous, have difficulty focusing, lack enthusiasm, and troubled minds are indicators that their physical health is preventing them from doing their best. Finally, interest. The results of the analysis show that students' interest in reading is still low due to a lack of motivation to practice reading. In addition, students admitted that they had difficulty reading the letters. Talent is not the same as interest, which is generated through interaction and learning with the environment or becoming familiar with it (Sari et al., 2020). The teacher uses very interesting teaching strategies and relates them to students' reading challenges to increase their enthusiasm for learning to read.

Third, motivation. The findings of the analysis show that students still lack motivation to learn to read. Students who are not enthusiastic about reading can have difficulty reading because of the low desire of students to learn to read. The low motivation of students to learn to read is probably caused by parents not instilling incentives in their children at home. Parents who do not pay full attention to their children will affect how much their children's motivation to learn to read. Therefore, parents must continue to focus on increasing their children's motivation to learn to read in order to avoid reading difficulties. The overall driving force behind students' learning activities, which maintains continuity and directs them so that they can achieve the learning goals desired by

the subject matter, is their motivation to learn (Hapsari et al., 2021).

Difficulty with early reading due to external barriers. One of the factors that influence how effectively their children learn is the attention of parents. The results of the analysis show that parents are less concerned with their children's education. Children who are initially labeled as having a reading challenge may not always get the attention they need from their parents at home. In other words, children will have strong learning obligations if they receive good parental attention and vice versa if they do not receive appropriate parental attention (Ramdan & Fauziah, 2019). In addition, because parents are busy with their work, they cannot follow their children when they are learning to read at home, leading to a lack of parental involvement. Students learn to read with tutors because parents often don't pay attention to them. The way children study at home is greatly influenced by their involvement in community activities as students. According to the findings of the analysis, children play with their friends during the day and recite the Koran in the afternoon. Students neglect reading lessons because they are too busy playing with their friends.

Parents must monitor their children's community activities so that students do not neglect their responsibilities at home, especially when learning to read. Too many activities in the student community can cause students to neglect their reading-learning activities. In addition, if there are too many student activities, learning will be neglected. It is clear from the description above that the initial difficulty in reading is one of the aspects that affect the good learning process. The results show that even though there are some obstacles that hinder the application of learning, students continue to struggle with reading. This study can be used as an evaluation in future efforts to help children overcome their first reading challenges, enabling the best possible quality improvement in education.

CONCLUSION

Based on the results of research on the analysis of early reading difficulties in grade II students at elementary school at SDN 10 Koto Balingka, the researchers draw the following conclusions: The teacher emphasizes connecting words in the form of short sentences, utilizing

spelling techniques and syllables or words, as part of the learning process for beginner readers in class II SDN 10 Koto Balingka. Students may experience initial reading difficulties during the teaching and learning process, such as (1) Difficulty in pronouncing consonants; (2) It is difficulty reading digraph letters; (3) It is difficulty distinguishing similar letters; (4) Eliminating letters when we read words; (5) Difficulty in reading affixed words; (6) Not using punctuation marks; (7) reading haltingly so that there are many errors in reading; and (8) difficulty in understanding the contents of the reading.

Difficulty factors that hinder students in beginning reading in grade II at SDN 10 Koto Balingka consist of students' internal and external factors. Internal factors include (1) Physical factors from students; (2) intelligence factors; (3) Interests; and (4) student motivation. External factors from students include (1) family factors and (2) school factors.

The solutions provided to overcome the difficulties of class II students at SDN 10 Koto Balingka in the beginning reading are: (1) Providing additional time for students who still have difficulty reading at first; (2) Teaching them to read again by learning to read at home; (3) The teacher pays more attention to students who still have difficulty reading at first; (4) Teaching using various methods; and (5) Preparing interesting learning material.

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