



Analysis of Elementary Students' Reading Difficulties and its Relevance to Teacher and Parent Guidance

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Abstract

The existence of teacher guidance is one of the most significant factors. Teachers are the most important part of the teaching and learning process, both in formal and informal education channels. Therefore, in every effort to improve the quality of education in the country, it cannot be separated from various matters relating to the existence of the teacher himself. While parents are everyone who is responsible for family or household duties in daily life both in children's educational activities or others, because with parental attention, it can minimize the occurrence of learning difficulties in students. Early reading learning difficulties are reading learning difficulties in elementary school children in grade III. This study aims to describe the difficulties of beginning reading in students and find out how the guidance of teachers and parents in learning activities. This research uses a descriptive approach. Subjects were grade III students, teachers and parents. The results show that the difficulties in reading of grade III elementary school students are: (1) Not yet able to connect basic words into a sentence; (2) always wrong in spelling activities and pronouncing letters. (3) always mistaken in pronouncing basic words (4) difficulty spelling and combining first and last syllables; (5) spelling slowly and disjointedly and sometimes incorrectly; (6) not yet able to read a sentence consisting of three basic words; (7) very slow progress in reading skills.

Keywords: *Reading Difficulties, Teacher and Parent Guidance, Elementary Students'*



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INTRODUCTION

Reading is an ability that must be possessed by all children because through reading children can learn a lot about various studies. Therefore, reading is a skill that must be taught since children enter elementary school, if children at the age of early school do not immediately have the ability to read, then they will have difficulty in learning various fields of study in subsequent classes.

In educational activities, teachers or educators are needed because teachers are one of the implementers of teaching and have a sense of responsibility in providing information about student development for the benefit of guidance and counseling. One of the main tasks of teachers is teaching. In the opportunity to teach students, teachers must be able to recognize the behavior, nature, strengths and weaknesses of each student. Thus, in addition to serving as a teacher, teachers can also play a role in guidance between students and students, students and teachers, and teachers and parents. As a guide, the teacher is the first hand in trying to help solve student learning difficulties. (Umar, 2001).

In grade III elementary school students are included in the concrete operational stage, which is at the age of 7-11 years, developing the ability to use logical thinking in dealing with concrete problems (Hartanto et al., 2011; Hidayah et al., 2016; Mayasari & Ardhana, 2018). Children's thinking patterns undergo qualitative changes that are essential for the development of logical abstract thinking. The use of active methods that require students to rediscover or reconstruct the truths that must be learned. However, students should not be left alone to use their own tools and methods, but the teacher's role is to organize and create situations that present useful problems. Teachers must also make students rethink conclusions or decisions that are often taken hastily. In class III there are still many who experience difficulties. as for the forms of difficulty that students experience are some students when reading there are those who do not understand letters understand letters and some are still unable to string letters into words. This is because the student does not recognize letters, the student still remembers letters, and always spells letters so that the level of reading difficulty can be specified, for example; (1) Not yet able to connect basic words into a sentence; (2) always mistaken in spelling activities and pronouncing letters. (3) is always mistaken in pronouncing basic words (4) has difficulty spelling and combining first and last syllables; (5) spells slowly and disjointedly and sometimes incorrectly; (6) has not been able to read a sentence consisting of three basic words; (7) very slow progress in reading skills.

Therefore, this analysis needs to be done early on, so that there is no delay in making improvements with the right treatment for students. The factors that cause reading difficulties experienced by the child himself are caused by internal factors in the child himself and external factors outside the child. Internal factors in children include physical, physiological, and psychological factors, while external factors outside the child are family and school environment factors (Gustiawati et al., 2020; Khairunnisak, 2015; Komarudin & Widyana, 2016).

The problems experienced by students can occur for various reasons both from the students themselves and from their environment. The causes originating from the student himself are related to efforts to realize his developmental tasks, meet his needs, while those originating from his environment can be influenced by situations and conditions both at home, at school and unfavorable socio-cultural conditions. The above problems are part of examples of problems experienced by third grade students in elementary schools so that the teaching and learning process will experience obstacles for the students themselves, so that these problems will have an impact on their development, especially the development of reading skills.

In line with the causes of these problems, the need for guidance in elementary schools stems from the following efforts: (1) Assist students in realizing their developmental tasks, (2) Help meet the basic needs of students. The needs of students according to Maslow (Ngalim Porwanto, 1990: 77) suggest basic human needs (a) physiological needs, (b) security needs (c)

affection needs (d) appreciation needs (e) self-actualization needs. If these needs are met, it will bring satisfaction, pleasure, and happiness to humans.

According to the socio-cultural philosophy of education in Indonesia, the functions and roles of teachers have been placed in such a way that teachers in Indonesia are often positioned to have a dual or even multifunctional role. They are required not only as educators who must be able to transform the values of science, but also as moral guardians for students. In fact, it is not uncommon for teachers to be considered as the second person, after the parents of students in the global education process.

In the Javanese socio-cultural context, for example, the word teacher is often connoted as an extension of the words "digugu and ditiru" (to be the main role model). Similarly, in the Indonesian language, there is a proverb that reads "Teachers pee standing, students pee running". All teacher behaviors will become role models for their students. A noble position and at the same time gives its own psychological burden to our teachers. So that teachers are required to be professional in all aspects of their social life. Thus, in educational activities, teachers or educators are needed because teachers are one of the implementation of teaching and have a sense of responsibility in providing information about student development.

METHOD

This research uses a quantitative descriptive approach where the data collection process uses data collection techniques through the questionnaire method. Questionnaire data will be analyzed in a non-statistical way or descriptively quantitative by presenting evidence of the results of the questionnaire which is reinforced by interview data and observations during the research. This research is supported by several previous studies that are relevant to the variables of this study, such as: (1) research conducted by (Aisyah et al., 2020), obtained research results in the form of improved beginning reading skills through the whole language approach in elementary school students; (2) research conducted by (Komarudin & Widyana, 2016), obtained research results in the form of glass analysis methods declared effective for improving beginning reading skills in elementary school-age children with reading difficulties; (3) research conducted by (Khairunnisak, 2015), obtained research results in the form of the use of card media declared effective in learning students' beginning reading. The purpose of this descriptive research is to analyze the difficulties of beginning reading in grade III elementary school students and their relevance to the guidance of teachers and parents at SD Negeri Batu Tinggang.

The type of research used in this research is descriptive research. descriptive research is defined as research that analyzes data in the form of descriptions of the research variables. The subject of this research is beginning reading in elementary school students, teacher and parent guidance. This descriptive research aims to analyze reading difficulties in grade III students and their relevance to teacher and parent guidance in elementary schools at SD Negeri Batu Tinggang. The data collection methods used were observation, interview, questionnaire, and documentation.

RESULT AND DISCUSSION

Based on the results of the analysis of the information obtained that students' reading difficulties are the most dominant problem that occurs in schools. as for the data of students who have difficulty reading in class III, there are 15 people out of 40 students, while the level of difficulty includes: (1) Not yet able to connect basic words into a sentence; (1.5%) (2). always wrong in spelling activities and pronouncing letters.(

0.5%) (3) always wrong in pronouncing basic words (2.8%) (4) difficulty spelling and combining first and last syllables; (2%) (5) spelling slowly and disjointedly and sometimes incorrectly (1%); (6) not yet able to read a sentence consisting of three basic words; (1.2%) (7) very slow progress in reading skills; (1%).

In order to achieve learning goals, it is necessary to create a more conducive learning environment system. The learning environment system is influenced by various components, each of which will influence each other. For example; the existence and readiness of the teacher, the curriculum, the learning objectives to be achieved, the material / theme to be taught, teachers and students who play a role and in certain social relationships, the types of activities carried out and the teaching and learning facilities and infrastructure available, as well as a directed, valid, reliable and continuous evaluation system (Sardiman, 1990: 26).

Based on the results of the questionnaire supported by the results of interviews with teachers and students, parents obtained a variety of problems they face in their efforts to create a conducive learning atmosphere. teachers are less sensitive in assessing students' abilities from the beginning (grade 1), lack of understanding of appropriate methods in learning activities, lack of student interest in learning due to monotonous teacher methods, lack of motivation to learn in students, lack of attention from parents, lack of learning facilities, such as reading corners, mini libraries, large boxes.

As we all know by looking at the activities we do every day, starting from watching television, opening newspapers, or even more sophisticated ones such as monitoring timelines on cellphone social networks. None of our lives are free from reading. Without the ability to read, humans seem to miss out on many things in life. But reading is not enough, humans must also be equipped with the ability to write. Because that's how humans prove their existence, as creatures endowed with intelligence and the ability to create, not just enjoy intellectual works that are beneficial to their surroundings. This complementary ability between reading and writing or Literacy, is a problem in developing countries such as Indonesia, especially in elementary schools for third grade students of SD Negeri Batu Tinggang.

With this condition, the guidance of teachers and parents is very important and will be evident to help students overcome the problems that arise according to the level of difficulty of students in reading.

CONCLUSION

The decline in education is not caused by the curriculum but by the lack of professionalism of teachers and the handling of student learning. Professionalism emphasizes mastery of science or management skills and their implementation strategies. Professionalism is not just knowledge of technology and management but more of an attitude, the development of professionalism is more than a technician not only has high skills but has a required behavior. The conclusion of this study is that the difficulty of beginning reading is due to students' lack of interest in learning, lack of interest in reading, lack of tutoring and lack of family assistance in the process of learning to read beginning. The implication of the implementation of this research is to motivate students to learn to understand the content and meaning of a reading, and motivate students to learn to communicate orally and in writing.

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