

# An Analysis of Class 2 Students Beginning Reading Difficulties in Indonesian Language Lesson Content

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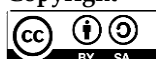
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## ABSTRACT

Reading is a fundamental skill that underpins the entire learning process and must be mastered by students at an early stage. This study aims to examine the nature of initial reading difficulties among second-grade students, identify contributing factors, and explore effective interventions within the context of Indonesian language learning. Employing a qualitative approach, data were collected through observations, interviews, and documentation. The data analysis followed the Miles and Huberman model, with validity ensured through technical triangulation. The findings reveal a range of reading difficulties experienced by students, including the inability to recognize letters, distinguish between similar-looking letters, differentiate vowels and consonants, fluently decode words, and construct sentences. A significant contributing factor identified is the lack of support and involvement from the family environment, particularly parental attention. To address these challenges, teachers implemented engaging and interactive learning media to create a playful and enjoyable learning atmosphere. The study highlights the importance of teacher initiatives in designing student-centered reading interventions and underscores the need for strong communication between educators and parents to support students facing early reading challenges. These findings have implications for improving early literacy strategies and fostering collaborative efforts between schools and families in addressing learning difficulties.

**Keywords:** Reading Difficulties, Reading Skill, Indonesian Language Lesson Content

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## INTRODUCTION

With the curriculum changes in Indonesia, the aim is to advance the quality of national education, which is currently declining; this curriculum change also brings in human resources whose knowledge and skills are good Field (Daud et al. 2023). With this curriculum change, teachers must master digital-based learning because the digital footprint is growing (Saud, Aeni, and Azizah 2022). This new curriculum has different rules from the previous one, including the Project Learning (Dyah, Sari, and Adiarti 2023). This learning model can train students to think critically because they must work from the learning field (Mulyaningsih 2022). This PjBL model has question criteria, namely Higher Order Thinking Skills from C4-C6; this HOTS question is a question that has a reasonably high-level (Astrid 2021). Education is the first step to realising active learning and improving the quality of students (Faradilla Intan Sari, Dadang Sunedar, and Dadang Anshori 2022). This is the basis that education can provide changes in behaviour, knowledge, or insight and can improve students' skills to become creative successors of the nation (No et al. 2023). In education, reading activities are a very

influential part of the learning process because reading is an essential ability that must be possessed by students (Erwinda et al. 2023).

Reading is a fundamental skill (Mardianti, Wijayati, and Murtadho 2021). By reading, students will experience development in the learning process and vice versa; students who cannot read, these students will have difficulty in carrying out the learning process in class and digesting the subject matter delivered by the teacher Fie (Durrotunnisa and Nur 2020). Learning activities in class should always provide an evaluation at the end of learning; this is intended to find out the ability of students every day, and teachers can also offer re-explanations or feedback to them so that they better understand the lessons that have been done (Arfa-Kaboodvand 2023). With increasing problems, school principals, teachers, and parents must be actively involved in child development so that issues like this do not continue to surge (Abejuela et al. 2023). In this case, it can be seen how the school considers the responsibility of student development to be their responsibility and how teachers can professionally facilitate media, methods, and models in the learning field (Maman, Ramly, and Asnur 2023; Yuskar et al., 2023). The 4 language skills must always be supported, for example, listening skills with writing and reading skills with speaking. If only one of those skills is acquired, the student will not succeed in the field (Menggo and Gunas 2022).

Reading by speaking can be used in one activity; that is why it can be said that language skills are interconnected fields (Abduh et al. 2022; Aliah et al., 2023; Pramudya et al., 2024). The initial reading learning process for lower grade students, namely grades I-III elementary school, will be given an initial stage starting from introducing letters of the alphabet (Putrayasa and Suidiana 2022). With beginning reading, students can have knowledge that can later be used as a basis for learning (Septiana Soleha et al. 2021). The morning habituation that is usually held at school should be literacy activities. All students can read storybooks for free in the literacy activities field (Hayati and Setiawan 2022). In addition, teachers must look for good learning models such as the NHT (Numbered Heads Together) model because this model can shape students to play an active role and seek information (Asmoro, Setiawan, and Waluyo 2023). Guru juga dapat menggabungkan model dengan media pembelajaran yang kreatif seperti pohon kata, dan hewan kata (Khadijah et al. 2022). Lowear-grade students still think that a school is where they meet and play with friends. Therefore, teachers must make learning with the concept of play and the learning (Setiawan et al. 2022).

This initial reading ability should have been mastered by students when they stepped into elementary school because, in general, students begin to be introduced to letters when they step into kindergarten or the early childhood education field (Yahya, Wahyudi, and Hidayat 2023). In grade I elementary school students, the teacher only repeats and guides students for further learning (Sari, Wiarsih, and Bramasta 2021). Only a few teachers often pay attention to the development of their students, resulting in problems that occur in students, such as difficulty reading beginning that arises in low grades (Hartini, Intiana, and Jaelani 2022). Educators can create digital media such as e-learning containing short stories or fairy tales on the projector screen (Yaacob and Lubis 2022).

Given the fact that there are still many students who have difficulty in reading, which means students who cannot recognise letters of the alphabet from A to Z, students who cannot string syllables into a word, and students who cannot distinguish vowels from consonants (Di et al. 2023). This is what causes many causative factors. One of the factors is external factors, usually very fast environmental influences such as students need to be more active to learn because their friends invite them to play until they forget the time and lack of support from the family and community environment to learn. In contrast, in the school environment, teachers pay less attention to students in their development (Arnisyah, Syafutri, and Lastaria 2022).

The factors causing students' difficulty in reading the beginning can be grouped into 2, namely internal and external factors. From this causative factor, teachers and parents must immediately deal with this problem so that students are not disturbed in the learning process (Nuraini, Nugraha, and Mahendra 2021). In addition, teachers must also be creative in the learning process; for example, teachers make good learning media to attract students' attention when learning takes place because, for low-grade students, it is easy to get bored if the teaching

carried out is varied. Parents at home must also help teachers to repeat learning because if learning is only done at school, children quickly forget (Hikmah Kartini and Jailani 2023; Andriani & Zuniati, 2024; Saragih 2023). The uniqueness of this journal is that there are many problems produced in the study, such as the factors that cause students' difficulties in beginning reading, namely lack of motivation from within students, lack of attention and focus on students in reading competencies, students' difficulties in speaking, hearing and seeing, there are parents' mistakes in educating their children at home, and how to teach students not using the right method.

Based on observations and interviews that have been conducted on grade II students at SD Negeri Kebon Jeruk 01 stated that there are still students who experience difficulties, such as students who cannot read, do not know letters, cannot distinguish vowels and consonants, cannot spell syllables, etc. So, one of the efforts that must be made is to analyse the initial reading difficulties of grade II elementary school students on the content of Indonesian lessons. With this analysis, we can discover the factors causing the difficulty of reading beginnings. Therefore, this study aims to analyse the initial reading difficulties, determine the factors that cause the initial reading difficulties, and analyse the form of handling by teachers in overcoming the initial reading difficulties of grade II elementary school students in Indonesia at SDN Kebon Jeruk 01.

## METHOD

The study, entitled Analysis of Initial Reading Difficulties of Grade II Students in the Content of Lessons Indonesian SDN Kebon Jeruk 01, used a qualitative approach. This type of research is field or qualitative descriptive research, meaning that researchers research the location directly to obtain definite or accurate data about a natural state. This research describes records, analyses, and interprets what has been studied through observation, interviews, and documentation. The research site was conducted at SDN Kebon Jeruk 01, located at Jl. Raya Kebon Jeruk No. 41 RT 07 RW 01 Kebon Jeruk, West Jakarta, Zip Code 11530. The data sources used in this study are primary data and secondary data. The primary data sources in this study were grade II teachers and all grade II students, but researchers only involved 5 students as samples. The secondary data source in this study is documentation data in the form of photos and videos during the study. To test data validity using triangulation techniques, researchers must check data obtained through several data extractions from the same source using different methods such as observation, interviews, and documentation. To test the validity of data with triangulation techniques using 5 out of 32 students in class II. This data collection was carried out in the classroom during the learning process guided by the class II teacher. The data analysis used in this study uses the Miles and Huberman analysis model, which consists of data collection, data reduction, data presentation and conclusion or verification. (Fadli 2021)

## RESULT AND DISCUSSION

The discussion in this study shows the results of research on the analysis of initial reading difficulties, factors causing initial reading difficulties and forms of handling by teachers in overcoming initial reading difficulties in grade II students of SDN Kebon Jeruk 01. Based on the results of the interviews, there are several aspects that cause grade II students at SDN Kebon Jeruk 01 to have difficulties in beginning reading. First, there are several students who are classified as inclusion students but parents do not know it. This statement is related to the results of the teacher interview *"There are still many students in grade 2 who do not recognize letters. This is the obstacle that there is an element of inclusion children, but their parents don't know it, then I see their development for 3 months, I teach them to introduce letters, it is different from normal students whose IQ is normal and those who are not. After seeing the development for 3 months, it turned out that the student did have a psychological disorder. I advise parents to check with a specialist hospital so that their child gets special guidance"*. From here it can be seen that parents' lack of attention to their children can affect the learning process.

Second and third, the way teachers teach students is different, the techniques and methods are also different, because students who have difficulty reading need progress every

day. This statement relates to the results of the teacher's interview, namely *"The process of learning to read in the classroom is like helping one by one students introduce letters which is done every day and then later I invite them to come forward, they are willing and happy but if asked the letters they forget again so only a few letters they remember and I happen to use the abacaga book technique, with this book students are easier to read within a period of 3 months. In addition, I also teach with the dictation method by dictating letters per syllable then students are told to read back what they have written."* Teachers must be creative in learning because students will get bored if learning is monotonous and does not have good techniques or methods. Fourth, with the methods and techniques provided by the teacher, of course students experience the level of beginning reading ability as said by the teacher during the interview *"If you look at the level of students' beginning reading ability, I think Alhamdulillah it is good, the problem is that some of these children have problems because parents do not pay enough attention to their children."* The level of beginning reading ability in class II is good but it is different from students who have difficulty reading at the beginning."

Fifth, in class II of SDN Kebon Jeruk 01 there are several students who experience problems in reading. The teacher said that *"There are still 5 students who are not reading fluently, 2 students have psychological disorders and 3 students lack interest in reading and lack of attention from their parents."* Sixth, of these 5 students, the aspects of difficulty experienced are different, when viewed in general, students have not been able to recognize letters and have not been able to read, as the teacher said, namely *"The difficulty is when I give them a problem and then work on it, they cannot read or understand the problem, so I have to help one by one students who are having difficulty."* Seventh, in addition, in general, grade II students do not understand how to use good and correct intonation, such as how to stop when there are comma punctuation marks or others. This statement is related to the results of the teacher interview *"The intonation if we read aloud still lacks understanding between periods and commas, which ones should stop which ones should continue and other punctuation marks."*

Eighth, related to intonation, the teacher also uses the dictation technique where students listen and digest what the teacher says and then write it in the notebook, but the way the teacher dictates is different. The teacher said that *"For dictation, Alhamdulillah, I can do it, but I dictate it one by one, for example, if I dictate, I have to give rules such as "son, I only say 2x the words, so you listen carefully to what I say."* Ninth, the aspects that students have difficulty reading are only like not being able to recognize letters, not being able to read etc. For physical health problems there are none, as the teacher said *"In my class there are no physical health problems, meaning that they can speak fluently, but are unable to recognize letters."* Tenth, in this early reading difficulty, schools should provide interesting learning media. This statement relates to school facilities that support early reading skills said the teacher *"For facilities at school, such as books because we have a reading corner and library to increase interest in reading and I also have additional classes for students who have difficulty reading."*

Based on the analysis of the results of these interviews, it states that in class II there are 5 out of 32 students who have not been able to recognize letters. Not only that, but there are inclusion students who have not received special guidance because they have not received a certificate from the hospital and their parents do not know. So it can be said that one of the factors causing this is inclusion students who lack attention from their parents. The technique used by the guidance teacher with abacaga books because this book contains letters, syllables, words, and basic sentences. Students in class II who are included in the category of reading difficulties have no signs of physical health problems. Related to the abacaga book technique is a facility provided at school (library), besides that each class has a reading corner and the teacher holds additional hours for special students.



Figure 1. Q&A activity about reading stories.

Figure 1 was a question-and-answer activity about reading this story. The teacher asked students to draw freely, and then the picture was made into a story essay describing the photograph's atmosphere or situation. Students told the results of their essays in front of the class, and other students listened well. Then, the teacher did a question and answer related to the essay that the student had read. All students took turns coming forward to present their essays. In this question-and-answer activity, the teacher sees which students actively answer and which are just silent. Sometimes, teachers allow inactive students to answer questions during question-and-answer activities, training students to be confident and confident that they can. This is done to train creative students to make a work. A work is drawing and then making a story; students can also make poetry according to the atmosphere they are experiencing. In this second grade, students have been unable to create and read poetry optimally, but the teacher still teaches them starting from lower grades like this second grade (Suma 2020).

Based on observations and interviews, there were 5 out of 32 grade II students of SDN Kebon Jeruk 01 who had difficulty in reading the beginning, including the following explanation:

#### 1. Startup Reading Difficulties

The research conducted in class II of SDN Kebon Jeruk 01 resulted in several aspects that cause difficulties in beginning reading. The difficulties that students have are different. For beginning reading, of course the teacher has difficulties in teaching it such as letters, syllables, words, or simple sentences. This was explained by the teacher in the interview *"For children who cannot read at all, it is letters because they still cannot recognize and if they can only a few letters. Vowels alone are still often reversed let alone other letters, which is what I think is the most difficult to teach because it is the initial basis for students to learn to read."* In addition, teachers also have difficulties in teaching students to recognize letters because they are still often confused. This statement is related to the teacher's interview *"Yes, when recognizing letters they like to be upside down, they know the letters but when writing they still like to be upside down, for example the letters B with D, M with W, etc."* In relation to teaching letter recognition, the teacher still gets students who read it by spelling it syllabically and word by word. The teacher said that *"Yes still, there are some students who are still per letter I teach it then there are students who are syllable already able. For those in this class, out of 5 students, there is only 1 student who has not been able to read at all, the others, Alhamdulillah, have been able to. Not always students who can read understand and vice versa. So the teacher does not only see students reading fluently but when I ask questions about the story students cannot understand and there are students who read still stammering."* In this case the teacher uses his own way to teach students to read, because not all teachers have the same techniques and methods. Teachers have their own creativity. This statement is in accordance with the teacher's interview *"For learning to read at the beginning, I usually give letter shapes or letter cards, then I ask 1 by 1 letters and students write in their notebooks so that students can easily remember so I tell them to write it down again. Because there are students who understand the lesson through writing and it is*

*automatically recorded in their memory."* It can be seen that the teacher teaches students using shapes and letter cards that are asked 1 by 1. This is to see their ability in every lesson. In addition, teachers still find students who make mistakes in word fragmentation, incorrect pronunciation, and omission of words. This statement is in accordance with the interview by the teacher *"Yes, that's a lot that I have encountered, sentence fragmentation and then the intonation mark there is a semicolon, usually the child does not read the comma so it goes straight on without a pause, this is indeed not understood by my students."* So the difficulties that students have are not only letters, words, sentences but also word fragmentation and punctuation. Sixth, the teacher said that *"Yes, of course I still have a lot of difficulties, because the difficulties that students have in reading vary, therefore I must continue to guide them."* The difficulties that teachers often experience were explained that *"Actually, in grade 2 I continue from grade 1, well in grade 1 we see from the independent curriculum that is taught from the basics again, namely letters. In my opinion, the main elementary school or the first madrasah is the family or parents, so this is where the role of parents before entering the world of education should have introduced at least the letters of the alphabet. The school only continues, which means teaching and guiding, but the role of parents at home in guiding their children is also very important."*

Based on the results of the interviews, it can be analyzed that there are several students who have difficulty in reading beginning. The difficulties possessed by students vary, among others, difficulty in recognizing letters, difficulty in distinguishing vowels from consonants, difficulty in assembling symbols from letters into a word, still stammering or spelling when reading, difficulty in distinguishing similar letters, difficulty reading words, there are still 1 or 2 letters missing when reading, not understanding reading using punctuation (intonation in reading cannot yet be), and difficulty in recognizing the meaning of words. (Hartini, Intiana, and Jaelani 2022). Data regarding students' difficulties in beginning reading were obtained through observation and documentation which can be explained as follows:

a. **Student Name:** Amira Putri Azahra

**Student Beginning Reading Difficulty Data:** Amira Putri Azahra can already read and memorise letters of the alphabet from A to Z, but when reading still with per syllable or by spelling syllables, Amira can be said to be not good at reading. The difficulties experienced by Amira are not being fluent in reading, not being able to distinguish consonants from vowels, not being able to read diphthongs, and still spelling syllables when reading. The results of the interview obtained from this student are the inhibiting factors, namely because they are too lazy to read and lack guidance from their parents at home because their parents are busy working and always come home late at night, so the learning process is only carried out at school this child has enthusiasm and is active in learning.



Figure 2. Activities to test students' initial reading

Based on Figure 2, the researcher carried out activities to test students in reading. Currently students are learning Indonesian to write story essays. It can be seen that this student is able to put together word for word to produce a



story, although composing still takes quite a long time and requires guidance from the teacher.

b. **Student Name:** Fani Oktaviani

**Student Initial Reading Difficulty Data:** Fani Oktaviani has the lowest difficulty. In other words, he has not been able to do anything because he does not know any letters; this student is also challenged to be actively invited to learn in class because he is pessimistic and gives up seeing his friends are capable and intelligent. So the initial reading difficulties in these students are numerous, among others, not able to recognise letters, not being able to distinguish similar letters, not being able to distinguish vowels from consonants, not able to read diphthongs, still having difficulty in reading word for word or syllables, not able to read using punctuation marks and proper intonation, and not able to recognise the meaning of words (Witri et al. 2022). The interview results obtained from this student show that obstacles occur in him; he does not like to read and is too lazy to study because of environmental factors that support him in doing this.



Figure 3. Activities to test students' initial reading

Based on Figure 3, the researcher is conducting a letter reading test, because this student is not yet able to recognize letters. This student has difficulty remembering things, one of which is lessons. He can only write his name and memorize the letters in his name apart from that he doesn't know it. In this activity, the researcher tried a test regarding letters, but the student was just silent and unable to answer. These students should receive more guidance from parents and teachers.

c. **Student Name:** Alya Khoirunnisa

**Student Beginning Reading Difficulty Data:** Alya Khoirunnisa is already fluent in reading; it's just that she is still spelling, and if the reading text is long, she still needs help from the teacher. This student is not left behind once because he already understands when the teacher explains the material. The difficulty of reading the beginning possessed by this student is not able to distinguish vowels from consonants, has not been able to identify diphthongs, does not understand how to read using punctuation, is not fluent in reading (intonation is still lacking in reading), and still spells syllables when reading.



Figure 4. Activities to test students' initial reading

Based on Figure 4, the researcher carried out a simple sentence reading test. This student is already able to read, but still stutters or spells. These students still need guidance to improve their reading in long sentences after which these students can be said to be successful in beginning reading.

- d. **Student Name:** Katnis Ameera Susanto

**Student Initial Reading Difficulty Data:** Katnis Ameera Susanto is still quite deep in reading, meaning that she is not fluent in reading, but she already knows the letters of the alphabet thoroughly, although there are still some that are confused or reversed, for example, similar letters such as 'p' and 'q'. The difficulty of reading the beginning possessed by this student is that they do not know vowels, consonants, and diphthongs, do not know the letters of the alphabet too well by heart, still often forget and mistaken, are not able to read words and sentences, have not been able to identify the word represented by letters or combinations of letters, and when reading is still stammering or spelling (Fita and Untari 2020).



Figure 5. Activities to test students' initial reading

Based on Figure 5, the researcher is testing students in reading. This student is able to memorize the letters of the alphabet from A-Z but often confuses the letters. This student is only able to read syllables and he is not yet able to read words and sentences because he is still unable to read.

- e. **Student Name:** Rafiansyah Pratama

**Data on Students' Initial Reading Difficulties:** Rafiansyah Pratama is a student who cannot read, but he is fluent in reading and memorising letters of the alphabet from A to Z even though he is still often confused for similar letters, so he still finds it difficult to distinguish them. This student is very active in class because he is the only one who walks around his friend's desk and, when doing assignments, is always guided by the teacher. The initial reading difficulties possessed by this student are not knowing vowels, consonants, and diphthongs, not being able to distinguish similar letters, not being fluent in reading (still spelling syllables and words), and needing to understand the punctuation marks in the text.





Figure 6. Activities to test students' initial reading

Based on Figure 6, the researcher tried to test the letters of the alphabet from A-Z using a random technique. This is done to find out whether the student has really memorized the letters or just knows them in sequence. This student is already able to read syllables, words and sentences but is still under teacher guidance because he is very active in class.

Based on the results of observations and interviews that have been conducted with class teachers, as well as grade II students of SDN Kebon Jeruk 01, 5 students have difficulty reading beginnings; the challenges faced vary among others as follows:

- a. **Difficulty Recognising Letters**  
One of the difficulties of grade II students of SDN Kebon Jeruk 01 is recognising the letters A to Z. Recognising letters is the first step for students to be able to read. Still, recognising letters is the most severe problem in this class. Some students can recognise letters of the alphabet from A to Z but need help distinguishing vowels and consonants. In the difficulty of identifying this letter, there is only 1 student who has yet to be able to at all, so in the learning process in class, the student only listens to (Aryani et al. 2022).
- b. **Difficulty Distinguishing Similar Or Similar Letters**  
This difficulty is the focus in beginning reading because students often struggle to distinguish between the letter's 'p' with 'q', 'b' with 'd', and 'm' with 'w'. For students who are still beginners, it is difficult to remember something, especially similar letters, because their memory still needs to be improved. Based on the study's results, it was stated that when students were asked to read a short text, they still required clarification about recognising the letter because, at the stage of recognising letters, they also had to distinguish similar letters. (Putri and Suharjuddin 2023).
- c. **Students' Difficulty in Spelling Letters Into Syllables, Words, and Sentences**  
This difficulty is still often experienced by students because to recognise letters alone, it is difficult to string syllables into words, words into sentences. Based on the results of interviews and observations, 2 students had difficulty with this problem; the cause was that they had not mastered the letters A to Z. Students must still be more precise with certain letters (Rahmaddanti et al. 2023).
- d. **Difficulty in Reading Punctuation and Intonation in Reading**  
This difficulty is a difficulty possessed by 5 students. Based on the results of interviews and observations, it was found that students still often make mistakes such as "stopping reading suddenly" in the wrong place. Then, while reading, ignore the punctuation marks on the text. Students must still learn punctuation marks such as periods, commas, question and question marks, and exclamation marks. This causes intonation in reading is not optimal because punctuation marks influence intonation. Intonation also has an essential effect because when students do not know punctuation, it will change the meaning of a sentence.

**e. Students Need Help in Knowing the Meaning of Words.**

This difficulty often occurs when learning to read stories in class. Based on the results of interviews and observations, when students were asked to read a text by the teacher, and then the teacher asked one of the students, "What does the word surprised mean?" they fell silent. Students need to gain mastery of vocabulary, word structure, and elements of context or relationships between sentences (Hartini, Intiana, and Jaelani 2022).

Based on the explanation above, it can be concluded that the initial reading difficulties experienced by grade II students of SDN Kebon Jeruk 01 are very diverse, starting from students not being able to recognise letters from A to Z, students not being able to distinguish similar letters, students not being able to distinguish vowels and consonants, students are not able to read fluently so they still stammer and have to spell syllables, words, and sentences, students do not know punctuation and intonation when reading, and students do not understand the meaning of words in a reading text.

**2. Factors Causing Difficulty Reading the Beginning.**

Researchers found the causative factors of early reading difficulties of grade II students. This factor can hinder the success of the learning process and interfere with student learning focus. The factors that cause this initial reading difficulty are one of the guidelines for dealing with problems experienced by students (Arnisyah, Syafutri, and Lastaria 2022).

Based on the results of the interviews, there are several factors that cause grade II students at SDN Kebon Jeruk 01 to have difficulty in beginning reading. The contributing factors are that there is one inclusion student who has been explained in the previous interview. This inclusion student can be said to be the student who has the most difficulties. This statement is in accordance with the teacher's interview *"Yes, there are still 2 students, one of whom is an inclusion student who has difficulty when distinguishing letters that are similar or similar when reading."* In addition, a very influential factor is external factors. In accordance with the results of the teacher interview *"In my opinion, the external factor is the family so how parents guide their children at home is very influential because the guidance that has a lot of time is at home, unlike at school only a few hours."* External factors are the main factors that cause students to have difficulty reading. Internal factors also exist such as student interest in reading. When students lack interest in reading, they will experience errors in inserting words, omitting letters, and substituting meanings in words. The teacher said *"Yes, there are still students who have not mastered the alphabet, some have been able to but there are still letters that do not know and are wrong. Students also often make mistakes such as inserting words, omitting letters when reading like that."* In guiding these grade II students, teachers must be able to divide time for the 2 types of students so that learning can be said to be effective. In this case, of course the teacher experiences obstacles. As the teacher said during the interview *"There must be obstacles, because I teach here, my obstacles are when the students do the questions but cannot then I prioritize them, I tell them to sit in front of my desk while I guide them to do the questions but the questions I give are different from the others."* Obstacles experienced by teachers can delay the success of the student learning process. This statement is related to the teacher's interview *"In my opinion, it is very influential because if students cannot read, it means that the learning process has not been successful, except for 5 students who have difficulties because I have differentiated the success aspects."* In addition, the teacher said that there are factors that support students' beginning reading ability *"Of course there are many factors, try students who cannot read whether these students can continue to a higher level, whether they can get the knowledge of lessons at school, of course not, so the factor that supports me is the enthusiasm of children in learning."*

Based on the results of the interview, it can be analyzed that *"Students who have difficulty reading due to factors from their families lack attention from their parents. The parents are busy working and come home always late at night, the child is taken care of by his older*

sister or entrusted to his grandmother, so parents release their responsibility to the school regarding their child's learning process. They think that children are good if they study at school but in reality they are not, children also need guidance at home. For very young children, guidance from parents is very influential for substitute teachers at home (Indrawati, Diana, and Setiawan 2022). I as a teacher only continue the learning that has been taught at home and repeated, so that children are easy to remember what they have learned".

The factors that can cause students to have difficulty in beginning reading in class II are as follows:

#### **Internal Factors**

##### **a. Child Interest Factors**

This child's interest is one of the critical, influential factors in the learning process in the classroom, especially learning to read early, because if students do not have an interest and will from within themselves, the teacher will find it challenging to teach and guide them. Interest in reading significantly influences the learning process (Sutrisno and Gasanti 2023). When students already intend to learn, the teacher should always support them so that their enthusiasm of students continues to grow (Jeni, Kuntarto, and Noviyanti 2022).

Based on the results of interviews and observations at SDN Kebon Jeruk 01, it was concluded that the interest of students in grade II students is still shallow (especially students who have difficulty in reading at the beginning) because students pay less attention to the teacher, students look caught off guard, tired, and lazy. If students are more interested in learning, then curiosity and enthusiasm for education will be high or reduced (Bipatrike 2020).

##### **b. Physiological Factors**

Physiological factors are intelligence or intellectual abilities possessed by students from within themselves. The intellectual ability or intelligence possessed by each student is different. If students with low intelligence must be able to solve problems beyond their ability, then they will not be able to do so (Matondang., A. et al. 2023).

Based on observations and interviews, researchers found students with low intelligence and intellectual abilities. One parent does not know that his child is classified as an inclusion child. The teacher guides the student every three months but has yet to experience any changes or development. Therefore, the teacher asks the parents to take their children to the Special Hospital for examination; if the results are positive, the student will be given exceptional guidance.

##### **c. Psychological Factors**

Psychological factors include motivation, attitude, learning process, and trust. If students have learned motivation, a good attitude, and a good learning process, it can be categorised as very good, and vice versa. If students lack motivation in learning and then prefer to play and be lazy, then the student is classified as not good (Damaiyanti, Satrijono, Hutama, Ningsih, and Alfarisi 2021).

Based on observations and interviews, researchers found that students in grade II are too lazy to study, prefer to play, and prefer to avoid reading books. To deal with students like this, parents and teachers should be firmer in guiding; if students are silenced, then until they grow up, they will remain like that and will not experience good development.

#### **External Factors**

##### **1. Family Factors**

Family factors are one of the factors that significantly affect the process of child development because the family is the first person to educate children since they are born (Gustaf and Ama 2021). The atmosphere at home can also affect the child's focus on learning. If the atmosphere at home is comfortable, safe, and peaceful, then the child can learn well, and vice versa. If the atmosphere at home is noisy, uncomfortable, or rowdy, then the child cannot learn well at home (Matondang.,

A. et al. 2023). Children's focus at school is how they are at home, so parents must be an excellent example for their children so that the child's growth and development process runs as it should (Jeni, Kuntarto, and Noviyanti 2022).

## **2. School Environment Factors**

The school environment also affects student learning difficulties. Adequate facilities and infrastructure make children maximize learning. The right teaching method makes it easier for students to understand the material being taught. The method is one of the components that take part in the success of teaching and learning activities. A poor teacher's teaching method causes students to be less interested in the lesson or teacher, so as a result students are lazy to learn. A comfortable and clean school environment can create comfort in learning, because students can concentrate more and be creative so that they can increase student motivation to learn. In addition to students' comfort in learning at school, adequate facilities can also affect students' learning motivation (Anggraini et al., 2017; Wati & Muhsin, 2019). School facilities and infrastructure must be able to support and provide services in the process of learning students and teaching teachers (Buana et al., 2019; Mashud, 2020). School environment and learning difficulties together have a positive effect on learning motivation (Wati & Muhsin, 2019). So, it can be said that the higher the influence of the school environment and learning difficulties, the higher the learning motivation. Vice versa, the lower the influence of the school environment and learning difficulties, the lower the learning motivation.

## **3. Community Environment Factors**

The community environment is related to play / hang out friends. There is no motivation from friends to study in groups and so on because the place of residence is far apart from neighbors or school friends. Community environmental factors are one of the causes of student learning difficulties. Poor social interactions and ways of getting along with students cause no support for enthusiasm in learning in the surrounding environment, meaning that community environmental factors are one of the factors that cause student learning difficulties. Society is an external factor that also affects student learning, this influence occurs because of the existence of students in society (Sudiana et al., 2019; Widyaningrum & Hasanudin, 2019a). Community environmental factors fall into the influential category (Basar, 2021; Harahap et al., 2021). This means that most students are still careless in mingling and choosing friends, which causes these students to be carried away by bad associations which cause laziness in learning. This finding is reinforced by previous findings which state that family, school and community environmental factors greatly influence student interest in learning (Azis, 2019; Suryani et al., 2020; Widyaningrum & Hasanudin, 2019).

## **3. Forms of Treatment for Overcoming Initial Reading Difficulties**

After seeing the results of observations made by researchers, students have difficulties in beginning reading that are very diverse or different. The factors that cause it are quite a lot. From the various kinds of difficulties that exist, teachers and parents must find the right form of treatment to overcome difficulties in beginning reading. So that this problem does not occur in the next generation.

Based on the results of the interview, there are several forms of appropriate handling to overcome reading difficulties. In the learning process, teachers must always use effective and interesting techniques and methods to color the classroom atmosphere and attract students' attention. One of the teacher's teaching techniques regarding syllables in the form of dictation. This statement is related to the interview by the teacher *"If I teach syllables in the form of dictation, even then the students are called forward, because the others can be so that they are not left behind in the material and if I teach simultaneously the material will not enter and just stand there."* In addition to using the dictation technique, teachers also have appropriate strategies to overcome reading

difficulties. *"The strategy that I do is like making picture media, so that students who cannot read they still understand the subject matter that I convey in class, because for class 2 students, they really like it when I use picture media compared to story problems."* The focus of reading learning that the teacher has implemented such as "the form of reading filtering, so even children who can't they can follow so 1 child I told to read the book then in the book there is a story later other children follow like that."

Other forms of handling teachers use interesting learning media to support teaching activities for beginning reading. *"The media is in the form of letter cards, letter picture media, and concrete letter objects, said the teacher."* Picture media is always the interest and attention of students when learning. This media is also very suitable for introducing letters to students who have difficulty reading. In addition to image media, the teacher also uses learning videos containing funny animations that are displayed through a projector. In this activity, of course, students are very excited about learning. For students who have difficulty reading, the teacher specializes in attending additional classes after school. There are some parents who provide tutoring or private lessons outside of school.

This statement is related to the results of the teacher's interview *"Not all, there are some parents who brush their children because they cannot because they are busy working and there are also parents who are hands off and only give full responsibility to the school and there are also those who are always taught by their grandmothers because the parents have no time and always come home late at night."* From this statement, it can be seen that only some parents facilitate their children well, therefore students must also be given motivation to increase their enthusiasm for learning. The motivation that teachers provide is like *"I always convince them that they are capable, they are smart and if you are enthusiastic, you can do it. That's what I instill, the point is never the word can't, something if you haven't tried it won't be able to so I never say you can't."*

Based on the results of the interview, it can be analyzed that there are various forms of appropriate handling such as using interesting techniques and methods, one of the teaching techniques is using dictation techniques to teach syllables. In addition, teachers have strategies by using image media or learning videos that contain funny animations. In reading activities the teacher uses filter reading for all grade II students. This filter reading functions so that students who have difficulty can follow reading together. Other forms of handling, teachers and parents work together to hold additional hours after school and there are some parents who provide tutoring or private lessons to their children. These activities, if carried out regularly and disciplined, will improve students' ability to read. And the last form of handling is that teachers always give special attention and motivation to their students.

**a) Hold Additional Hours or Classes for Students with Early Reading Difficulties.**

This first treatment can be implemented for students who still have difficulty reading the beginning (Rahma and Dafit 2021). Based on observations and interviews, researchers found that teachers had held additional hours or classes specifically for students who had difficulty reading early after school. This activity is carried out daily for 1 student for approximately 20-30 minutes. This additional hour activity is filled with 1 different student every day because 5 students have difficulty, so 1 day 1 student, this is carried out every 2 weeks.

**b) Pay Special Attention to Students with Beginning Reading Difficulties.**

Schoolteachers have often used this second form of handling for students who have difficulty reading the beginning and for all students. This second form of handling usually becomes a misunderstanding to other students; their jealousy arises because the teacher is always more attentive to students experiencing difficulties. Based on observations and interviews, researchers looked at the learning process activities in the classroom. Researchers observed that 5 students who had trouble reading at the beginning were more paid attention to by the teacher because, according to the teacher, other students could understand the

subject matter that had been delivered. Therefore, the teacher helped and guided students who had difficulties. But indeed, for the lower classes, it becomes a minor problem for them, such as social jealousy, wanting to be paid more attention by teachers, and envy of their friends (Sangsit 2023).

Examples of attention that teachers have given to students who experience problems during the learning process or in assignment activities: students are helped to answer questions, and then they can write in their notebooks. If students do not know the letters of the alphabet, then the letters are written first, with the letters of the alphabet at the top, or students can look at the classroom wall. In addition, teachers also help students who have memorised letters of the alphabet and are fluent in reading but need help understanding the questions. The teacher explains more clearly and in detail what the question means, and then the students answer independently.

**c) Creating Exciting and Compelling Learning Media**

All teachers must do this third form of handling. Teachers should upgrade or update the media to be even more sophisticated in this modern era. Media that can be developed using AI (Artificial Intelligence). Many students today are sophisticated and understand technology, so teachers must master more than students (Muhammad Yahya, Wahyudi, and Akmal Hidayat 2023). Teachers can develop pop-up book media or through the web because students are happier if they learn to use the internet (Fernandes and Iswari 2023; Putra 2024).

In addition to sophisticated media, teachers can also use image media. Low-grade students are interested in funny (Oktaviyanti et al. 2022). Learning media implemented for students can be in the form of the web or applications. The teacher can display it through the projector, and then the students pay close attention. Learning applications created in this sophisticated era are very many others, Marbel: Fluent reading, Let's Learn to read-Children2U, Learn to write ABC words, and ABC alphabet-learn letters (Zumroatus and Hasanudin 2022).

Based on the results of observations and interviews, teachers have used sophisticated learning media such as the web or learning applications that are displayed through projectors, and students pay attention and understand the material field (Rinjani, Dasar, and Hadi 2024). For students who have difficulties such as not knowing the letters of the alphabet from A to Z, teachers can use letter card media, letter guessing games, and pictures (in the form of cards or through projectors), while for students who can memorise letters, teachers can use a word guessing game with pictures (animals, fruits, objects) (Sangsit 2023).

**d) For Students Who Do Not Know the Letters of the Alphabet from A To Z, Teachers Can Cope in the Following Ways:**

1. Use the projector to display attractively designed letters and discuss the shape of similar letters, such as b, d, p, q, m, and w.
2. Make a simple song that contains letters of the alphabet, and then sing it together.
3. Reading books (abaca books) are used at the beginning of learning to read and contain pictures and syllables (Rahma and Dafit 2021).
4. Teachers can create pop-up book media that is as enjoyable as possible, containing letters of the alphabet and syllables; this media attracts students' attention because of its 3-dimensional field (Izzah and Setiawan 2023).

## **DISCUSSION**

The findings of this research indicate that second-grade students encounter a variety of reading difficulties. These include challenges such as not recognizing the letters of the alphabet, having trouble distinguishing similar letters, difficulties in differentiating vowels and consonants, stammering while reading, and problems constructing words into meaningful



sentences. These issues suggest that students' foundational literacy skills are underdeveloped and require special attention from teachers, parents, and the wider school community. Akda and Dafit (2021) identified several specific reading challenges faced by second-grade students at SD Negeri 01 Tualang. These challenges include difficulties with letter recognition, reading meaningful words, and achieving reading fluency. Additionally, students experienced struggles with both reading and listening comprehension, highlighting the urgent need for interventions to improve these essential areas of literacy.

On the other hand, the study by Nuraini et al. (2021) focused on second-grade students at SD Negeri Poris Pelawad 2, where the identified reading difficulties included omissions of words or letters, struggles with pronunciation even with teacher assistance, and a lack of attention to punctuation. Students also hesitated, stammered, repeated words, and often self-corrected while reading, highlighting the need for more focused support to enhance students' reading skills. Witri et al. (2022) further emphasized that second-grade students at SD Negeri 1 Wanasaba Daya face challenges in letter recognition, reading syllables, and understanding mixed alphabetic and diphthong terms.

One of the key factors contributing to reading difficulties is the family environment. Research by Yani et al. (2021) and Nuraini & Tanzimah (2022) highlights that a lack of parental involvement, motivation, and guidance significantly impedes children's reading progress. Children who receive minimal supervision and encouragement at home often prioritize play over studying, resulting in slower development of their reading skills. This underscores the importance of greater parental engagement and support in improving reading outcomes for young learners.

The study conducted by Yani et al. (2021) found that second-grade students at SDN 32 Cakranegara face several obstacles to beginning reading. These challenges stem from internal factors, including intellectual ability, low interest in reading, and both physiological and psychological conditions of the students. External factors contribute as well, such as a lack of parental support, unengaging teaching methods, and inadequate school facilities to promote reading activities. Similarly, research by Nuraini and Tanzimah (2022) highlighted that second-grade students at SDN 91 Palembang also experience difficulties in starting to read, influenced by both internal and external factors. Internally, weak comprehension and memory abilities play a role, while externally, there is a limited involvement of parents in guiding their children at home and an underutilization of school resources like libraries. Additionally, the absence of a designated reading corner in the classroom hinders students' reading development.

In line with these findings, internal factors also play a crucial role in shaping students' reading development. Students often lack intrinsic motivation and interest in reading, resulting in minimal engagement during learning sessions. Pratiwi (2020) and Hapsari (2019) emphasized that psychological conditions, such as low interest, confidence issues, and emotional instability, negatively affect students' reading abilities. Furthermore, Aprilia et al. (2021) identified low intelligence, poor health, and a lack of learning motivation as additional internal barriers hindering students' reading acquisition progress. Fadhilah and Novianti (2021) also identified internal factors influencing beginning reading difficulties in second-grade students. Internal factors include mental age, low phonological awareness, and a lack of interest in reading, leading to student disengagement in the learning process.

External factors, particularly those related to the school environment, significantly contribute to the reading difficulties experienced by students. Unengaging teaching methods and a lack of adequate learning resources—such as functional libraries or reading corners—reduce students' opportunities to improve their reading skills. Nuraini and Tanzimah (2022) emphasized that while some schools do have libraries, these facilities are often underutilized. Furthermore, Hapsari (2019) and Yani et al. (2021) pointed out that monotonous teaching strategies and the absence of stimulating instructional materials hinder student participation, thereby limiting the effectiveness of reading instruction. Additionally, Fadhilah and Novianti (2021) identified other external factors, such as insufficient parental involvement in the learning process at home, where parents rarely take the time to help their children review lesson topics.

This issue is further complicated by an environment that is not conducive to concentration, making it difficult for students to focus and engage in their learning.

Moreover, social and emotional environments also play a pivotal role in reading development. Juhaeni et al. (2022) found that students from disharmonious family backgrounds, particularly those facing parental conflict due to economic issues, often receive minimal attention and academic support at home. Such students tend not to study independently and display low classroom participation. Social challenges at school, including peer bullying and lack of encouragement, further exacerbate their difficulties. In one observation, a student refrained from attending class out of fear of being mocked by classmates for their inability to read, highlighting how negative social interactions can severely hinder reading progress and student self-esteem.

The implications of this research on reading difficulties in second-grade students highlight several important aspects. First, it suggests developing differentiated learning programs to meet individual student needs. This approach allows teachers to use appropriate reading materials and provide additional support for students who struggle with reading. The study also emphasizes the importance of early intervention. Early assessments are needed to identify reading difficulties and implement effective strategies to address them. Furthermore, teacher training is essential for helping educators recognize and tackle reading challenges, incorporating effective teaching strategies, materials, and assessment methods. Parental involvement is another critical factor, as parents can significantly support their children's reading development at home by recognizing difficulties and offering assistance. Lastly, the research advocates for creating reading materials that are developmentally appropriate and aligned with students' interests, as this can enhance motivation, vocabulary, and comprehension.

Witri et al. (2022) highlighted several efforts made by teachers to support second-grade students who struggle with beginning reading. These efforts include allocating additional time for reading practice before and after lessons, providing extra learning sessions, giving special attention to individual students with reading difficulties, and offering continuous motivation and assistance. Such targeted interventions are crucial in addressing students' needs and improving their early reading skills.

This study offers valuable insights into the challenges of early reading, but it does have limitations. The small sample size and the focus on a limited number of schools may affect the generalizability of the results. Additionally, the assessment methods used might not fully capture students' reading abilities, and the subjective interpretation by the researcher could influence the validity and reliability of the findings. These limitations should be taken into account when interpreting the results, and future research should aim to enhance both reliability and validity. Further research is needed to investigate the impact of environmental and social factors on reading development, including parental influence and socioeconomic conditions. More targeted studies on effective teaching strategies and intervention programs are also essential. Longitudinal studies could track students' progress over time, providing a better understanding of the factors that influence reading development. Expanding research in these areas will help refine strategies to improve early reading skills.

## CONCLUSION

Based on the results of the analysis and discussion of the research that the researcher has described stated that the difficulties experienced by students include not being able to recognise letters of the alphabet from A to Z, not knowing vowels and consonants, not being able to distinguish similar letters (b with d, m with w, p with q), not being able to spell syllables, words, and sentences (still stammering), etc. The factor that significantly influences this difficulty is the family factor because students start learning to read early with their parents. From this causative factor, parents and teachers must work together to find a treatment or solution to solve this problem. The form of handling is as follows: teachers can make additional class schedules, teachers can divide more or give special attention to students who are struggling, teachers can create compelling and exciting learning media, teachers can make

songs containing letters of the alphabet, and teachers can use Abaca books to train students to read beginnings.

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