


Analysis Difficulty Student in Read Understanding in Grade 3 Elementary School

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Article Info	ABSTRACT
Keywords: Student Learning Outcomes, Steal Learning, Model.	<p>This research uses Qualitative research through a case study approach. The purpose of the research is to find out students' difficulties in reading comprehension, the factors that hinder it, as well as overcoming students' difficulties and efforts to overcome them. The results showed that: 1. Students' difficulties in reading comprehension are lack of recognition of letters, difficulty distinguishing letters that are similar in shape, still spelling letters and sentences, reading speed is still intermittent, easy forgetting the words they have read, errors in pronunciation of words and omission of letters, still have to be guided, always tracing each line of reading with their fingers/writing tools, takes quite a long time when reading spelling; 2. Factors that hinder come from internal factors including lack of motivation and interest in reading and external factors including the environment where they live, family, and school; 3. Efforts to overcome them are by providing tutoring outside of class hours, teachers use special methods such as multisensory methods and varied learning media, parents must pay more attention and accompany their children when studying at home, establish a good working relationship between teachers and parents, and students must be more active in practicing learning to read comprehension. Based on the results of the study, it can be concluded that there are 2 students who have difficulty reading comprehension in class 3 of Tapos 4 State Elementary School, Depok City, even semester of the 2023/2024 academic year.</p>
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INTRODUCTION

Elementary education is the basic stage of developing students' potential and character as a foundation for transition to the next level of school. Elementary education teaches the most basic aspects of learning, such as reading, writing, and arithmetic. First of all, learning to read is something that is useful to be mastered by elementary schools because all learning content from various fields requires the ability to understand concepts and theories through reading learning activities.

Teachers are the most important people in the learning process where teachers act as learning facilitators who help students build their own knowledge through interaction with learning materials. In the context of reading comprehension learning, teachers can play an important role in providing a supportive learning environment, providing appropriate guidance, providing constructive feedback, and encouraging students to be actively involved in the learning process. By understanding the role of teachers in reading comprehension learning, teachers can help students improve their reading skills and expand their understanding of various texts in reading skills.

In the process learning in school, teaching and learning activities do not always can run well and smoothly. There may be some problems especially about learning difficulties experienced students. Learning difficulties are a abnormality Which experienced student, so that can carry out activity Study maximally. According to Utami (2020:96-97), learning difficulties are a condition of students where the learning process is marked by obstacles in achieving learning outcomes, so a condition where students cannot learn properly. In this condition, students cannot learn optimally or according to their potential. The most basic learning difficulty is difficulty in learning to read.

Read is skills base Which must mastered student Because By reading students can learn a lot about various fields of study. Reading is a process think Which including in the understand, tell, interpret meaning from written symbols involving vision, eye movement, inner speech, and memory (Harianto, 2020: 2). With the reading process, it is not only limited to recognizing letters and words, but also involves understanding, telling, and interpreting the meaning of written symbols. The reading process involves using the eyes to see text, eye movements to track letters and words, inner speech in interpreting words, and memory to understand the relationship between words that have been seen before.

Students who lack reading skills in school often experience difficulty in a way academic. By Because That can it is said that Reading is one of the most important jobs in life, because in general all educational processes are based on reading skills. Muammar (2020: 18) argues that reading difficulties are an obstacle to reading comprehension so that there is a gap between the abilities of students they have.

Furthermore, difficulty read participant educate according to Anggraeni., et al. (2021: 45), reading difficulties are characterized by students being slow in reading and experiencing difficulty identifying words so as to have understanding low reading ability. Learners who are slow in reading may have difficulty

in keeping up with the expected reading speed for his age or grade level. This can be caused by various factors, such as reading skills that have not been properly trained, a lack of understanding of effective reading techniques, or the presence of physical or health barriers that affect reading speed.

The low skills student in read specifically read understanding is caused by a number of factor, Good Which originate from self student and also from outside students themselves. Therefore, there needs to be guidance for students to be able to learn to improve their reading skills. In this case, teachers have an important role to guide students in improving their reading comprehension skills.

Teaching reading comprehension to students is not an easy job. A teacher needs to have good skills or competencies to advance the reading comprehension skills of his students. With reading skills understanding Which adequate, they will more easy get information from various source. On implementation of reading learning understanding, usually teachers use traditional learning methods. Teachers only give students assignments to read texts. Before the activity is carried out, the teacher lectures about information that is considered important related to what students should do. Activity read done from beginning until end text, which furthermore Students are asked to work on questions that have been prepared by the teacher.

Students are required to have adequate reading skills, but in reality the field shows still there is student class low And tall who do not yet have good reading comprehension skills. Without reading skills, students will have difficulty in participating in learning process activities. learning, like difficulty in read letter, difficulty in reading words, or difficulty in understanding the meaning of words. The reading difficulties experienced by students are of course have various type reason, good factor internal and also external.

METHOD

This study uses a qualitative research method using a case study approach. Data is taken based on purposive sampling, according to Yusuf (2019:369) different from other sampling methods, determining information sources in a way purposive based on objective or consideration certain moreover Previously, therefore, the retrieval of information sources (informants) was based on previously determined intentions. The sources of this research were people who were considered to know the most about reading comprehension difficulties in class 3 of Tapos 4 Elementary School, consisting of two class 3 students who had difficulty read understanding, person old, And Teacher class 3 School Base Country Tapos

The data collection technique used is the triangulation technique, which is defined as technique data collection Which nature merge from various existing data collection techniques and data sources,

consisting of observation, interviews And documentation. Analysis data Which done during process data collection that is reduction data, the wound data, as well as withdrawal data And conclusion. Meanwhile, for checking or verifying the validity of data in this qualitative research, namely data credibility testing, transferability testing, dependability testing, and confirmability testing.

RESULTS AND DISCUSSION

The problems that have been revealed in this study regarding students' difficulties in read understanding in class 3 School Base Country Tapos 4 City Depok. The research findings were obtained through observation, interviews, and documentation of various informant namely student, Teacher, And person old. Student in study This is her name with the initials NAS, female, now 10 years old. While SAA, male, is now 10 years old.

Mulyono (2020:199) states that reading is a skill that all children must have because through reading children can learn a lot about various field studies. By Because That, read is skills which must be taught since children enter elementary school and difficulties in learning to read must be overcome as soon as possible.

Reading difficulties are the wrong tactics or learning methods. The learning activity process that does not arouse students' learning motivation and the provision of inappropriate reinforcement repetitions, this is what causes students' reading difficulties. According to Udhiyanasari, (in Ulistiono 2021: 115), reading difficulties are a syndrome of difficulty in learning the components of words and sentences in learning everything related to using time, direction, and time. In this case, the reading difficulty syndrome No only related with ability technical read, but Also with a deeper understanding of the structure of language as a whole.

Based on the findings of this study, it shows that the difficulty in reading comprehension experienced by students is one of the causes of students experiencing delays in each learning process because their current reading ability is very low compared to their friends who do not experience difficulties. in read, so that student own obstacle in follow learning process activities. This is proven by the less than satisfactory learning outcomes of students, namely that in their report card grades, there are several grades that are still below the Minimum Completion Criteria (KKM), especially in the subject of English. Indonesia. As put forward by Marlene (2019:110) that Reading is a basic fundamental skill that children must master and is one of the most important subjects in school. Students who lack reading

skills in school often have problems related to academics.

After obtaining the results of research findings related to the problems experienced by students, it can be stated that students actually have obstacles in reading comprehension and still need to be guided when reading. This was revealed based on the results of interviews and observations conducted on informants. The difficulties in reading comprehension experienced by students among them that is Still Not yet memorize letter alphabet; read Still with spelling and need time Which Enough long moment to pronounce A say and also a sentence; still often confused in distinguishing letters that are similar in shape, such as b with d and m with n; and the subject often experiences errors in reading comprehension, such as errors in pronouncing words and sometimes likes to omit letters.

In addition, students also have a habit when reading by always pointing to the lines of reading with their fingers/pencils. When reading, they are still hesitant to pronounce it and easily forget the words they have read, because students are not familiar with it. all letter alphabet. Proven on moment researcher do test read to

students. This finding is supported by the theory put forward by Pratiwi and Ariawan (2019:69), stating that the difficulties in reading comprehension of grade 3 Elementary School students are (1) not being able to read diphthongs, double vowels, and double consonants; (2) Not yet capable read sentence; (3) read faltering; (4) not yet able to pronounce some consonants; (5) can't spell yet; (6) reading carelessly; (7) quickly forgetting words that have been spelled; (8) adding and replacing words; (9) taking a long time to spell; and (10) not yet able to read completely.

The difficulties in reading comprehension experienced by students of course have various causal factors, both originating from within the student (internal factors) and influenced by... by person others who are there in surrounding area (external factors). As for internal factors Which hinder difficulty read understanding student that is based on due to the laziness and lack of self-confidence that students have when learning to read for comprehension, so that there is no motivation and interest in reading within the students.

Not only that, external factors that hinder reading comprehension difficulties are the lack of attention given by parents when students are studying. in House; not enough existence communication Which intertwined between teacher with person parents of students to discuss the problems experienced by students; the environment also greatly influences the difficulties experienced by students, because when students are in the home environment, students always play with their friends, so they rarely have

time to learn to read; the teacher's teaching methods are less varied in guiding learning to read comprehension in class, teachers guide students when learning to read comprehension only by using the dictation method and the method just talk so that matter the cause interest learn to read low students .

Based on these factors, one way to optimize students' reading comprehension in grade 3 of elementary school is to use the right learning method. One of the reading comprehension methods that can be applied is the multisensory method. This method is one of the methods that can be used to improve students' reading comprehension skills, including visual activities , auditory activities , and movement activities. (kinesthetic), And touch (tactile) . Implementation method This need teaching aids (media) , such as letter cards, paint, sand, embossed letters, and other tools that are tangible (concrete), because in general one of the characteristics of lower grade students is learning from real things.

This finding is in accordance with the theory put forward by Aulia and Mastoah (2019:183), state that factors Which influence ability reading between other: (1) Factor Internal, covering physiological and psychological. Factor physiological in the form of physical health, brain defects, nerve disorders, and physical disabilities. Psychological factors in the form of intelligence, attention, interest, motivation, maturity and readiness; (2) External factors, including the environment and school. Environmental factors in the form of family, social, and educational environment. School factors in the form of teachers, study rooms, study hours, and playmates.

The efforts made by teachers to overcome reading comprehension difficulties are by providing tutoring (private tutoring) to students, while the efforts made by parents so that their children are not lazy about doing homework (homework) are by coaxing and persuading them, because students tend to... lazy And If Study student only please wait a minute, and No Want to long. This finding is in accordance with the opinion put forward by Pramesti (2019:283), that

Alternative solutions that can be used to overcome difficulties in reading comprehension are: (1) class teachers prioritize children who have difficulty in reading comprehension; (2) class teachers must also pay special attention to children who have difficulty in reading comprehension; (3) good cooperative relationships between class teachers and parents of students; (4) parents must pay more attention to, monitor children in learning to read comprehension; (5) Student interests must be developed and trained continuously.

CONCLUSION

Based on the description of the research results and discussion, it can be concluded that there are difficulties for students in reading comprehension in grade 3 of Elementary School, namely not being familiar with letters, having difficulty distinguishing letters that are similar in shape, reading with spell, Not yet capable read sentence, easy forget say which has been read, mistakes in pronouncing words and omission of letters, still need to be guided, always tracing each line of reading with finger/pencil, reading haltingly, and taking quite a long time when spelling. Then, factors Which hinder difficulty student in read understanding comes from from factor internal and factor external. Factor internal covering flavor lazy and lack of student confidence when learning to read comprehension, so that there is no motivation and interest in reading within the students. External factors include the environment, family and school, in the form of lack of attention Which given by person old when students Study in House, method teach Teacher Which not enough varied, And Also influenced by their friends. Efforts that can be made to overcome students' difficulties in reading comprehension are by providing tutoring (additional lessons) outside of class hours, teachers use special methods, such as the multisensory method and media learning which varies for guide student In learning to read comprehension, parents must pay more attention and take the time to accompany their children when learning to read at home, establish good working relationships between teachers and parents of students, and students must be more active in practicing learning to read comprehension.

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