

## Analysis of Beginning Reading Ability

Khofifah Ilma Cahyani\*, Sri Awan Asri, Maria Ulfa  
Premary Teacher Education, STKIP Kusuma Negara, Indonesia  
[\\*ilmacahyani147@gmail.com](mailto:*ilmacahyani147@gmail.com)

### Abstract

The purpose of this study was to analyze the beginning reading ability of one of the students at SD Negeri Kalijaya 07 West Cikarang Odd Semester 2023/2024 Academic Year. The results of the study showed that the obstacles faced when reading at the beginning were the absence of books as learning materials for reading and parents who did not teach their children to read. The causes of not being able to read at first were parents not teaching them to read, vomiting at the age of 8 months, and malnutrition during the pregnancy process. Special time is needed to teach children to start reading. To recognize letters takes a long time. And teachers should combine learning with the use of media, one of which is picture card media. The consequence of not being able to read at the beginning is low learning grades and being teased by friends.

Keywords: Reading Ability and Beginning Reading.

## 1 INTRODUCTION

Every age a child passes inevitably leads to a new phase of growth and development. Parents also need to know the stages of growth and development that children need to go through well. One of the stages of child development that needs to be considered is the development of children's reading abilities. Basic reading skills determine a child's future. Moreover, reading is a positive habit with countless benefits for children. When a child has difficulty reading, there is no harm in parents finding out what causes or hinders the child from learning to read. Indeed, reading is a skill that must be practiced continuously. Reading is the basis for a person to acquire knowledge and greatly determines a child's success in learning at the next level of education. Recently, many elementary schools (SD), especially superior elementary schools, have implemented the requirement of being able to read to enter elementary school.

Reading for elementary school students is a complex skill that can be mastered in a gradual process throughout the child's growth and development. Because there is a gradual process, there is nothing wrong if children are prepared from an early age to recognize and master words. It is hoped that elementary school students can quickly master students' reading skills, because these skills are directly related to the entire student learning process. Especially in lower or first grade, students' success in participating in the teaching and learning process at school is largely determined by their mastery of initial reading skills.[2]

The requirement for children to enter elementary school does not require children to be able to read. However, if we look in depth, learning in class 1 currently requires students to read texts in textbooks or thematic books. All Indonesian language lessons from elementary to high school (SMA) are text-based. By being text-based, students use language not only as a means of communication, but as a means of developing thinking skills

This makes learning in class a priority reading activity. So children in grade 1 who cannot read will be left behind. Based on the results of observations and interviews conducted by researchers with Mrs. Hadijah Supriatin, S.Pd. SD., as the principal of SD Negeri Kalijaya 07 Cikarang Barat, revealed that if there are grade 1 students who are accepted at SD Negeri Kalijaya 07 Cikarang Barat, they are expected to be able to read, at least know letters. Even though SD Negeri Kalijaya 07 West Cikarang does not apply rules requiring children to be accepted because they can read, write and count. The reason why children who enter SD Negeri Kalijaya 07 Cikarang Barat can read is because the material for grade 1 is currently quite complex. There is no material that requires teachers to teach reading from an early stage like before. So if there are students who are accepted at SD Negeri Kalijaya 07 West Cikarang and cannot read, they will definitely be left behind. But the school cannot reject the student because the rules do not require that students admitted to state schools must be able to read in particular.

Based on the findings above, researchers gathered information from the 1st grade teacher at SD Negeri Kalijaya 07 West Cikarang, namely Mrs. Neneng Akilah, S.Pd. Based on the results of interviews conducted by researchers with grade 1 teachers at SD Negeri Kalijaya 07 West Cikarang, data was obtained that there were still grade 1 students who could not read. Even up to grade level there are still students who don't know letters. Of the 19 students accepted into class 1 at SD Negeri Kalijaya 07 West Cikarang, 13 students were able to read and 6 students were not yet able to read. They are categorized as not being able to read because they don't know letters, they know letters but are unable to connect them into words, they know letters and are able to read words but still stammer. The class 1 teacher mentioned MR's name as one of the students who could not read until the end of class 1. MR is already in class 2 at SD Negeri Kalijaya 07 West Cikarang but still can't recognize letters.

Learning to read in elementary schools is grouped into two parts, namely beginning reading and advanced reading. Beginning reading is given in grades I and II. Beginning reading in grades I and II emphasizes mechanical skills.[5] To be able to move on to advanced reading, students must have the ability to read beginning first. Of all learning activities in school, reading is one of the most important skills that students need to master. Students' reading ability is considered one of the determining factors for their success in carrying out academic activities at school. Indeed, all subjects taught in school require an understanding of concepts and theories that can be understood through reading activities. A student's good reading ability will greatly influence his academic success. On the other hand, poor reading skills are also a factor hindering their academic success at school.

Based on the case above, researchers are interested in conducting research related to early reading abilities in MR. Therefore, researchers will conduct research with the title "Analysis of Initial Reading Ability: Case Study of Class II Students at SD Negeri Kalijaya 07 Cikarang Barat Odd Semester 2023/2024 Academic Year".

## 2 RESEARCH METHODS

The aim of this research is to analyze the beginning reading ability of class II students at SD Negeri Kalijaya 07 Cikarang Barat Odd Semester 2023/2024 Academic Year. The method used in this research is qualitative. Meanwhile, this type of research is a case study. The case that the researcher raised in this research is a single case. This case is the object of this research, abbreviated as MR, who is a class II student at SD Negeri Kalijaya 07 Cikarang Barat, odd semester for the 2023/2024 academic year.

To obtain research data using data collection techniques in the form of observation, interviews, documentation and field notes. Data were analyzed using the Miles and Huberman model which consists of three stages, namely data reduction (data reduction), data presentation (data display), and drawing conclusions (conclusion drawing). Research data was validated using triangulation techniques.

### 3 RESULT AND DISCUSSION

MR was born in Bekasi on June 22 2013. MR is the son of Mr Musin and Mrs Lilis. MR's father worked as a laborer while his mother only looked after the house. MR currently lives with his mother and grandfather because his parents divorced in 2013. Then MR's mother remarried. From her current marriage, MR's mother has 2 children. Making MR the first child of three siblings. MR's current siblings are 2 younger half brothers.

When MR was in his mother's womb. When pregnant with MR, the mother could not be exposed to sunlight. Every afternoon his mother always locked herself in the room. In fact, all doors and windows must be tightly closed. At 6 months pregnant, MR's mother could not eat rice. Every time I eat rice I always vomit. However, at 7 months of pregnancy, MR's mother's activities continued as usual and she was able to eat the foods she wanted. MR was born normally on June 22 2013 at Bakhti Husada Hospital at around 08:00 WIB. After birth, development and growth are normal. However, at the age of 8 months, MR experienced vomiting which caused him to have to be treated intensively in hospital. After returning from the hospital, MR appeared to be a weak child. And it has an impact on the development of MR. The development of MR is slow. And only at the age of 2 years MR could talk and walk. SD Negeri Kalijaya 07 West Cikarang. Now MR sits in class II at SD Negeri Kalijaya 07 Cikarang Barat. The school is quite close to MR's house. Every time he goes to school, MR is always accompanied by his grandfather.

MR's activities are every Monday to Saturday at SD Negeri Kalijaya 07 Cikarang Barat. Go home from school around 10:00. After school, MR was asked by his mother to look after his younger brother. If MR has homework, he goes to his friend's house to do it together because the class teacher gives assignments via short messagewhatssaap. And because MR's parents don't have a cellphone, every time there is an assignment given by the teacher, MR has to do it at his friend's house. After doing his homework, MR usually plays near the house with Eni, Cinta and Feby, while he looks after his younger brother. Entering class II MR has obstacles in reading. Researchers discovered this after making observations with the following findings:

Based on observations on July 28 2023, researchers discovered that MR still does not know letters. It was discovered when MR was tested to read the alphabet by his teacher. Based on observations made by researchers on research subjects, a possible cause can be obtained, namely that MR has difficulty pronouncing letters that have almost the same shape. Then the researcher took a poster of the alphabet and asked MR to read it, but MR couldn't do it and didn't know. The researcher tried to read the alphabet using a song and asked MR to follow, when the letter "E" came up, MR always forgot and said it backwards. The researcher tried several times to say what letter this was but MR still couldn't remember. The researcher asked MR to read again from the letter A but MR forgot. It can be concluded that MR still doesn't know letters.

MR is still unable to recognize letters so this has an impact on his learning outcomes at school. The following are the results of PTS semester I and Report Cards semester I. The following is the value data obtained by researchers when conducting observations at school

Tabel 1 List of PTS Grades for Semester I Class 1

| Subject Name     | Mark |      |
|------------------|------|------|
|                  | KD.3 | KD.4 |
| PAI              | 75   | 76   |
| PKN              | 70   | 70   |
| BAHASA INDONESIA | 70   | 70   |

|      |    |    |
|------|----|----|
| MTK  | 70 | 70 |
| PJOK | 70 | 70 |
| SBDP | 68 | 68 |

The specific findings of this research are compiled based on the results of the sub-focus of this research, namely, as follows: Based on the research findings, it is known that the main obstacle faced by MR until MR cannot read is not having textbooks to support learning to read at home and no one teaching MR to read at home.

Currently 8 years old. The age at which children should be able to read fluently. But MR doesn't know letters yet. According to Kurniawati, students will experience difficulties if at the age of 8 to 9 years they cannot read well or have low reading abilities.

Overcoming this requires the role of the student's immediate environment, especially the family, where the role of parents is considered very important in improving student development and achievement. Parents have the responsibility to educate their children, including encouraging and motivating, nurturing and loving, and teaching or coaching them to learn. Parents in a student's educational relationship are the first teachers.

MR parents who do not guide their children in reading can occur due to several factors, including the parents' work and education. MR's parents are elementary school graduates and do not have jobs. Making them ignore the ability to read MR.

It is known that MR's parents did not invite MR to learn to read. MR's mother always told MR to look after his younger brother at home. In fact, in teaching children to read, there needs to be collaboration, motivation from teachers and parents must be in harmony.[7] teachers motivate in the school environment, and parents motivate and provide full support in the family environment.

Based on the research findings, it is known that the main factors that influence MR's initial reading ability that MR faces until MR cannot read are MR not entering kindergarten, vomiting at the age of 8 months, and malnutrition during pregnancy.

Many people think that if they graduate from kindergarten, children will be able to read, write and count. In fact, the main aim of kindergarten is to increase children's creativity and encourage them to learn about various kinds of knowledge through approaches to cultural, religious, social, emotional, physical, motoric, cognitive, language, arts and independence values.[8] So the main goal of kindergarten education is not to make children able to read, write and count, but rather to make children independent.

So children who are in kindergarten and who are not in kindergarten have the same probability when they enter elementary school, namely not being able to read. It should be noted that children's acceptance of reading abilities varies, there are children who easily accept learning so they have fast reading abilities and there are also those who are slow like MR.

Reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic and metacognitive activities.[9] So, reading requires good cognitive abilities. It is known that MR once had vomiting and was hospitalized for 3 days when he was 8 months old.

Vomiting is vomiting accompanied by diarrhea. Diarrhea is a common disease, but is still the cause of many child deaths throughout the world. Even though the treatment for children's diarrhea is simple and inexpensive. Parents, a child is said to have diarrhea if there is a change in the frequency of defecation (defecation) more than 3 times in 24 hours, and a change in the consistency (shape) of the feces to become more liquid. Dehydration in vomiting sufferers also often causes blood pressure to drop (Hypovolemic shock), which will then interfere with heart function. The function of blood flow to important organs will also be disrupted.

The inhibiting factor for early reading difficulties is caused by intelligence factors. Intelligence or intellectual ability of students is one of the factors inhibiting early reading.

Meanwhile, MR mothers who do not get good nutrition when pregnant with MR result in stunting in MR. There is a relationship between birth length, history of exclusive breastfeeding, family income, maternal education and maternal nutritional knowledge on the incidence of stunting in toddlers. Stunting can have long-term impacts, including growth retardation, decreased cognitive and mental abilities, vulnerability to disease, low economic productivity, and low quality reproductive outcomes.

Therefore, the reason why MR cannot read is that MR's parents did not teach him to read, vomiting at the age of 8 months, and malnutrition during pregnancy.

Based on the results of the research findings, it is known that the efforts made to overcome the obstacles to reading difficulties were carried out by MR class teachers by teaching them to read, especially letters, in between classroom lessons.

The various letters that children know foster the ability to select and sort various types of letters. Training children to recognize letters and pronounce them must be repeated.[13] MR teachers do not provide special hours to teach MR to read. MR's teacher also only wrote with a pen and then asked MR to read.

MR teachers should be able to use media to teach MR to read, especially in recognizing letters. In beginning reading lessons, teachers can use playing strategies using letter cards. These letter cards are used as a medium in word finding games. Students are invited to play by arranging letters into words based on puzzles or questions created by the teacher. Teachers can use picture word cards as media. The function of word cards is to introduce letters to children more quickly. Because with the help of teaching aids, teachers can not only explain more things in a shorter time, they can also achieve results more quickly. With the help of word cards, children are expected to be able to recognize words quickly in a fun way. teacher has taken the time to teach MR to read, especially recognizing letters. But the time used is still limited even though it takes a long time to recognize letters. And teachers should combine learning with the use of media, one of which is picture card media.

Based on the research findings, it is known that one of the consequences of MR not being able to read was being teased by his friends and the grades he obtained in all subjects were low. Reading is not just knowing the letters. The ability to read is carried out so that students are not only able to read, but students can carry out activities to understand essays, read, respond to reading texts, communicate orally and in writing, and so on. Through initial reading, of course students will easily participate in learning activities. Because all lessons require the ability to read. All learning relies on reading ability. If students cannot read, they will definitely not be able to understand the lesson.

MR had difficulty reading, which made MR unable to do the questions given by the teacher. MR has difficulty doing assignments. The only way is to copy the theme's work. MR's friends made fun of MR's habit of cheating. Without realizing it, the behavior of his friend who likes to make fun of MR could also be the reason MR cannot read until now. One of the causes of reading difficulties is environmental factors. Factors from classmates also contribute to children having difficulty learning and lacking self-confidence.

So the result of not being able to read that MR experienced was low learning values and being teased by his friends.

#### **4 CONCLUSION**

Based on the research findings and discussion, the conclusions of this research are as follows: (1) The obstacles faced when starting reading are the absence of books as learning material to read and parents who do not teach their children to read, (2) Reasons for not being able to read beginning is not teaching reading by parents, vomiting at the age of 8 months, and malnutrition during pregnancy, (3) Special time is needed to teach children to start reading. To recognize letters takes a long time. And teachers should combine learning with the use of media, one of which is picture card media. (4) The consequence of not being able to read at the beginning is low learning grades and being teased by friends.

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