

Analysis of Primary School Students' Beginning Reading Skills: A Case Study of 2nd Grade Primary School Students

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Abstract: The aim of this research is (1) to find out the factors that cause students' low reading competence and (2) how students learn to read at school and at home. This type of research is qualitative and uses the case study method. The subjects of this research were 2nd grade students at SDN 1 Darusslam Kudus who had difficulty reading. The data collection techniques used in this research are observation, interviews, and documentation. The data validation used in this research is source triangulation. The data analysis technique uses interactive model data analysis, namely data reduction, data presentation, and drawing conclusions or verification. The results of this research are that (1) the factors that cause low reading competence in RA come from psychological and environmental factors. Psychological factors, from within the students themselves, are the students' lack of interest in learning to read, social and emotional maturity, and self-adjustment. Environmental factors come from a lack of attention and guidance from his parents. (2) Students' reading and learning activities at school and at home are lacking because these students play more.

Keywords: Skills, beginning readers, case study

1. Introduction

Language and communication are closely related. Both are aspects of development that have an important role in human life. Someone who does not have language and communication skills will find it difficult to interact with others. Language is a form of social code that can be used in communication. Furthermore, the process of interacting with other people is called communication. Humans will not be separated from language because language is always used by humans for their lives, so language is often said to belong to humans. In all aspects of life, humans use language. Language is a tool for conveying thoughts; language is also for communicating; language is a tool for interacting. In language, there are four language skills that must be mastered or taught to students while at school. There are four skills in language, namely listening, speaking, and writing. Agrees with Tarigan (2008) that there are 4 school curricula, namely listening, speaking, reading, and writing, which are language skills contained in the school curriculum. Listening and speaking skills are skills in oral communication, while reading and writing skills are written abilities.

Language skills can be acquired through a relationship with humans. The first skill that a person has is the skill of listening or hearing language; the second skill is the skill of speaking (Darmuki et al., 2017); Ahsin & Fathurohman (2020); Angelia, et. al (2020); Arukah, et. al (2020) after that, the skill that a person has is the skill of reading; and the last skill is the skill of writing. Listening skills begin to be understood by someone in the womb. Before entering school age, speaking skills are learned (Hidayati, 2020), while both reading and writing are learned at school age.

1.1 Literature Review

The research conducted by the author uses several study insights as a theoretical basis and also as a comparison with previous research that has been conducted. The research review conducted in this study involved several different sources. The previous research that served as a reference was research on the learning outcomes of language research methodology for PBSI semester 3 students. Therefore, the researcher carried out study steps on several previous studies in the form of articles and journals available via the internet. The comparison in this research will focus on the drilling practice method used.

Based on the research that has been carried out, several studies that discussed the film media method for improving reading skills were found to be relevant, namely: The first was conducted by Kusumaning et al. (2018), entitled "Effectiveness of Using the Practical Drill Method in Learning Kanji." Based on the percentage carried out, the ability to learn kanji using drill practice has increased from the previous results. So it can be concluded that the practical training method can be an alternative to overcome problems with the results of learning kanji.

The two studies were conducted by (Muhammad, 2021) entitled "Application of the Drill Practical Method to Improve the Ability to Write Advertisements in Class V Students at SDN Bendo." The results of the research show that the practical drill method is effective in improving writing skills in fifth grade students at SDN Bendo, Rembang district. The results of the research show that (1) the results of observations on the teacher's activities in implementing learning activities to write advertising essays using the drill and practice method show that the initial cycle average was 2.36 in the first cycle to 2.40 after the second cycle was implemented; it was 4.16; there was an increase of 1.76. (2) The results of observations on student activities in the implementation of learning activities to write advertising essays using the drill and practice method averaged 4.60% in the first cycle to 7.70% after the second cycle was carried out at 9.15%, an increase of 9.15%. 1.45%. (3) The results of the training and practice learning activities in writing advertising essays show that the level of students' mastery of script writing skills at the beginning of the cycle was 9.09% in cycle I to 18.18% after the implementation of cycle II; it was 54.54%, an increase of 36.36%.

The third research is from Farid (2015), entitled "Designing an Interactive Quiz Game as Multimedia for Practical Drill Learning to Improve Student Learning Outcomes." The research results show that the use of drill-and-practice multimedia learning techniques through interactive quizzes can improve student learning achievement. After conducting an assessment using a questionnaire, almost all students gave positive responses to this drill and practice multimedia learning model. They consider that this type of learning is beneficial, interesting, and able to improve student learning outcomes.

2. Methodology

This research is included in qualitative descriptive research with a case study method, namely research about individuals, groups, or one organization at a certain time (Arifin, 2011; Dewanti, et. al 2020; Endiawan, et. al 2020; Fathurohman, 2020). The subjects of this research were 2nd grade students who had difficulty reading.

The primary data in this research are special subjects who experience low reading competence: several classmates, teachers, principals, parents, and also homeroom teachers. Secondary data in this research is the results of learning a special subject at school in the form of a list of grades for assignments, exams, and also grades in report cards. This research uses data collection techniques, namely (a) observation, (b) interviews, and (c) documentation. Using data validation, namely source triangulation techniques, by using this source triangulation, researchers in data collection are required to apply a variety of different data sources. Data analysis techniques for interactive model data are the techniques used in this research. According to (Miles & Huberman, 1992), there are three main things in interactive model data analysis: data reduction, data presentation, and drawing conclusions or verification. The procedure for this research begins with a preliminary stage, where a survey is conducted at schools to determine students' reading skills. In the preliminary stage, a literature search was also carried out, with books and references supporting the research. The second stage, namely, the implementation stage, is collecting as much data as possible. The third stage is the completion stage. At this stage, the researcher analyzes the data based on the researcher's findings from observations, interviews, and documentation.

3. Results and Discussion

The subject studied in this research is RA; he is a grade 2 student at SDN 1 Dersalam Kudus. RA is a male student. Currently, he is 8 years old. RA's father worked as a farm laborer, while his mother was also a farm laborer. RA lives with his parents and one younger sibling. The house RA lives in is quite simple. Judging from the family economy, RA is included in the lower middle-class economy. This family's source of income depends on the income of the father and mother, who do not necessarily have work every day. RA, at this time, is still not fluent in reading. To find out the factors that the students are facing, observations and approaches are carried out.

3.1 RA Low Reading Competence Factors

Based on observations, it can be known that factors cause low reading competence. RA is caused by environmental and psychological factors. It's apparent when the teacher is charged with reading, but RA is quiet and doesn't want to read. But he who has a high interest in reading will be able to read it in his own consciousness. In addition to interest, other factors that affect the low readability of RA are social and emotional maturity and self-adaptation.

According to the teacher of 2nd grade SDN 1 Dersalam Holy, the factor that causes RA not to read smoothly is the factor of the students themselves and the parents. The factor of themselves is the students who have less interest in reading. Besides, according to the teacher, the student is difficult to direct; at the time of learning, the student often speaks alone or disturbs other friends. When given a supplement to learn to read, the student does not want to. Here's a quote from an interview with the teacher.

"RA still doesn't read fluently. The factors can be internal or external. Internal comes from RA himself; if directed, he likes to stay silent. When he's in class, he likes to disturb his friends; when he's asked to read, he's quiet; sometimes he looks scared."

Based on the results of the research that has been carried out, it is known that RA, a grade 2 student at SDN 1 Dersalam Kudus, is not yet fluent in reading. RA can already recognize letters but is not able to string them together and read them fluently. The factors causing RA's low reading competence are psychological factors and environmental factors. The psychological factor that causes RA to not read fluently is interest. Even though interest really influences reading activities, this is in line with (Widiyati, 2014) opinion that reading activities involve aspects of thinking, emotions, and interest. (Yetti, 2009; Kara, et. al 2020; Sofia, et. al 2020; Purnaningtyas, et. al 2020) states that whether a child will carry out reading activities or not is largely determined by the child's interest in this activity. RA is less interested in learning to read; if asked to read, he doesn't want to. Apart from interest, RA's internal factors also cause him to not be fluent in reading, namely social and emotional maturity and self-adjustment. RA is currently 8 years old and has less emotional stability. RA tends to get angry easily and cry if his friends tell him to read.

RA rarely asks his friends for help teaching reading. RA is also reluctant to be given an additional teacher to learn to read; he prefers playing with his friends rather than learning to read. During the learning process, RA often disturbed his friends by inviting them to talk or taking their friends' books. This disturbed his friend. Apart from that, during learning, RA lacks concentration and pays less attention to the lesson, so RA does not understand the lesson taught by the teacher. RA more often does not want to read when asked by the teacher to read. He is silent and sometimes seems afraid when asked to read. Therefore, until now, RA has not yet been fluent in reading.

Apart from psychological factors, other factors that influence RA's low reading ability are environmental factors. This environmental factor comes from his family's environment. The environment can influence or shape a child's personality, attitudes, values, and language abilities. Circumstances at home affect the child's personality and adjustment to society. This situation can help children and can also prevent them from learning to read. RA's parents are less attentive and less likely to participate in their child's learning process, which causes RA to rarely study at home and play more. This also causes RA to not be able to read fluently.

Meanwhile, the obstacle faced by homeroom teachers in dealing with students who do not read fluently, like RA, is in terms of the child's own will. RA is often lazy; there is a lack of effort from within himself to be able to read. If the teacher provides motivation to students but does not add motivation from within the students, then it will be very difficult to provide development to the students. Apart from that, RA parents who do not support learning activities at home are also an obstacle for teachers. If teachers at school are painstaking and tenacious in providing teaching at school, but at home they rarely pay attention, then the result is that RA doesn't pay attention to himself, is still lazy, and rarely does his homework. Children's reading development requires motivation from their parents and interest from themselves. This is in line with the opinion of (Jauhari, 2013; Purnaningtyas, et. al 2020; Septaningsih, et. al 2020; Setianti, et. al 2019) that children really need an environment that enriches their language repertoire and that motivates them to learn to read. Apart from that, previous research by (Januarti, Dibia, & Widian, 2016; Tamarudin, 2020) also said that the factors that influence fast reading are concentration and eye movements when reading fast. This shows that students' concentration greatly influences their reading ability.

3.2 RA Learning Reading Activities at School and at Home

Based on the results of observations of reading-learning students in 2nd grade SDN 1 in the Holy Dersalam, it can be found that RA is less active in following learning. If the teacher tells RA to read, the student will be quiet and appear to be crying. At the time of study, RA also appears to be disturbing or inviting a conversation with one of his benches or friends around his bench. His friends are not so focused on learning.

It is also revealed from interviews with RA classmates that RA does not read well. At the time of learning to read, RA is often silent and sometimes interferes with his friend while reading. Here's a quote from an interview with an RA classmate.

"It's RA that if in class you like to disturb friends, your son likes a lot of people on his own. If the same teacher is told to read, RA doesn't want to."

RA's reading and learning activities only occur at school when RA is not studying at home. He prefers to play with his friends. Apart from that, his parents also rarely told RA to study. When studying, RA is rarely accompanied by his parents. The following are the results of the interview with RA:

PN: Do you always study at home?

RA: No, I don't

PN: If you don't study, what are your activities at home??

RA: Playing

PN: Do your parents always tell you to study?

RA: Sometimes

PN: Do your parents always accompany RA when studying?

RA: Sometimes mother beside me

RA's reading learning activities at school mean that RA still doesn't seem interested in learning to read. Apart from that, RAs in class like to be busy and disturb their friends while learning is taking place. RA reading activities at school are still lacking. This is because RA does not want to do the reading assignment. Teachers often offer RA to additionally learn to read, but RA always refuses. RA reading activities at home are also still lacking. When at home, RA often does not learn to read due to lack of guidance from parents. This is due to a lack of attention from parents, which causes RA not to learn. Parents rarely tell RA to study. RA plays more and rarely does homework or other assignments. This causes RA to still not be able to read fluently. Widyaningrum and Hasanudin (2019); Fathurohman & Setiawan (2020); Fathurohman & Purbasari (2020); Kara, et. al (2020) explained that lack of parental attention has an influence on students, for example when students don't want to study and prefer to watch TV, parents just keep quiet without reprimanding them.

4. Conclusion

The conclusions of this research are: 1) Factors causing low RA reading competence, namely psychological factors and environmental factors. Psychological factors within students themselves who are less interested in reading, social and emotional maturity, and self-adjustment. Environmental factors come from a lack of attention and guidance from his parents. 2) RA's learning activities at school include being busy, disturbing his friends during lessons, and rarely concentrating when the teacher explains. Meanwhile, his study activities at home are also not optimal because RA often plays, so he rarely does homework or other assignments. Based on the conclusions above, it is hoped that teachers will continue to monitor children's reading abilities and always provide support to students so that students' interest in learning increases. Apart from that, parents must also be active in improving students' reading skills. Providing attention and support to children will increase the child's enthusiasm for learning.

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Conflict of Interest

The authors declare no conflicts of interest.

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