



Analysis of reading difficulty factors in class IV students of inpres Tawakali sd in Morotai island district in the pandemic time Covid-19

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Abstract

The ability to read is the main thing that underlies the mastery of various other subjects. So that reading problems in children are often influenced by various factors. This study aims to determine the factors of student learning difficulties and the efforts made by the teacher to overcome the difficulty of learning to read in grade IV SD INPRES Tawakali during the Covid-19 pandemic. This type of research is qualitative research with a case study approach. Research sources are teachers, parents and 8 students who have difficulty learning to read. The research location is SD Inpres Tawakali, North Morotai District, Morotai Island Regency. Data collection techniques are observation, interview and documentation. The results of this study indicate that (1) the factors of difficulty in learning to read, namely physiological factors, environmental factors, socio-economic factors, and (2) the efforts made by the teacher, namely the teacher using different methods and media for students who experience difficulties in learning to read and tutoring both at school and at home.

Keywords: difficulty learning, reading

Introduction

In basic education reading is the main basis for gaining learning abilities in various fields. Through reading one can open world horizons and know the previously unknown. Therefore, it is natural for parents to worry when their children have difficulty reading. Because reading is a basic skill that is very important for everyone to have in the learning process so as not to experience learning difficulties.

Reading is a skill development process, starting from the skills to understand the words, sentences and paragraphs contained in the reading to understanding critically and evaluatively in the overall content of the reading (Somadayo 2011: 5).

According to Tarigan (2008: 7) ^[8] reading is a process that is carried out and used by readers to get messages, which the writer wants to convey through the media of words or written language.

Reading is one of the skills to obtain information, include content, and understand the meaning of reading. Therefore, students must activate various mental processes in their cognitive system. According to Iskandarwassid and Sunendar (2008: 246), reading is important for knowledge development because most of the transfer of knowledge is done through reading.

Reading disabilities are often called specific learning disabilities. This term is used to identify individuals who have significant difficulties in learning to read (Gunderson, D'Silva, & Chen, 2011: 14) ^[1]. According to Martini Jamaris, (2013: 137) ^[4] argues that the factors causing reading difficulties are caused by several things, including physical factors, psychological factors, socio-economic factors and factors in the implementation of less precise education. Meanwhile, according to Farida Rahim (2005; 16), the factors that influence reading ability are as follows: f, physiological actors, intellectual factors, environmental factors, socio-economic factors and psychological factors.

The problems caused by students who have learning difficulties are very complex. Children with learning difficulties, including difficulties in learning to read, often experience failures which lead to a tendency towards poor self-concept, emotional development and poor personality. If these failures are not resolved immediately, the problem of children with learning difficulties will develop into depression.

The impact of the Covid-19 pandemic, namely that the problem for children who have difficulty learning to read will get worse. This is because parents do not pay special attention to children, parents are busy with their respective jobs and expect teachers at schools to guide and teach their children. Parents play an important role in providing guidance and teaching to children at home, because children spend more time at home than at school. Elementary school students in advanced grades who have not been able to read. Like the observations made by researchers on 3-7 August 2020 at SD INPRES Tawakali. Learning at SD Inpres Tawakali, can be carried out face-to-face at school by always complying with all health protocols,

The researcher made observations on the fourth grade students of SD Inpres Tawakali, totaling 14 people, and there was a problem or rather a case that the researcher got, namely regarding the reading difficulties experienced by most of the students in the advanced class. 5 students had difficulty reading fluently because they had to spell every word, and needed more time to be able to read each word, there were even still words that were wrong when reading, 3 students had difficulty reading because they did not recognize letters.

The teacher cannot explain with certainty about the causes of student learning difficulties, only giving answers to students who are lazy to learn and play more at home. Researchers see that there has been no effort from teachers and schools to find out the causes as well as overcome the problems of students who have difficulty learning to read. Based on the explanation above, the researcher believes that this condition requires immediate treatment or resolution. If this is allowed, how will the fate of children with reading difficulties next. Of course this child will have difficulty following other lessons. Finally, it is possible to become a retarded child in academic terms.

Based on the existing problems, the researcher is interested in examining what are the factors of reading difficulties in grade IV SD. From the description above, the researcher is encouraged to conduct research with the title "Analysis of Reading Difficulty Factors in Class IV Students of SD INPRES Tawakali, Pulau Morotai Regency during the Covid-19 Pandemic Period 2020/2021."

This study aims to describe the factors of difficulty in learning to read for fourth grade students and to describe the efforts made by the teacher to overcome the difficulty of learning to read in fourth grade students of SD INPRES Tawakali during the COVID-19 pandemic.

Research Methods

This type of research is qualitative research. This type of research is qualitative research with a case study approach. Data collection techniques, carried out by means of observation, interviews and documentation to teachers, students and parents of students. The data analysis technique in this study follows the theory presented by Miles B and Hubermas Michael A (1992: 16), namely data reduction, data presentation and drawing / conclusions.

This study uses triangulation techniques to test the validity of the data by checking data with the same source with different techniques, namely observation, interviews and documentation.

Results and Discussion

The factors of the difficulty of learning to read in grade IV SD INPRES Tawakali, namely. Intelligence factor is part of the factors that cause students to have difficulty learning to read. Based on interviews with students, there were those who did not understand and some did not understand a little about the material provided by the teacher. The interviews that the researchers conducted with the teacher also conveyed that students' reading abilities were different, where there were students who did not recognize letters and were not fluent in reading. This means that cognitive ability is an influence and even causes students to experience difficulty learning to read. Environmental factors also affect students' learning difficulties. At SD Inpres Tawakali, environmental factors also affect children's ability to read. Environmental factors can be from the school environment and the home environment. When the environment, for example, friends like to learn, the child will learn and vice versa. Based on the results of interviews with students, parents and teachers, it can be seen that 8 students who have difficulty learning to read prefer to play with friends at home. They spend time at home playing instead of studying. This means that the environment where students live is also the cause of students being lazy to study at home so that it makes students not want to study and has difficulty learning to read.

Socio-economic factors are also one of the causes of students having difficulty learning to read, where the role of the family which includes family background and educating children at home is an important role of parents. Fourth grade students of SD Inpres Tawakali who have difficulty learning to read have a family background with their parents' jobs as farmers, this was stated by the parents of the students when interviewed. The busyness of parents working in the garden makes children free to play so they do not study at home, as stated by students during the interview. This means that the socio-economic conditions cause students to have difficulty learning to read. Psychological factors, another factor that also affects children's reading progress is psychological factors. At SD Inpres Tawakali, especially fourth grade students, psychological factors that affect reading difficulties include motivation. Motivation is a key factor in learning to read, motivation can come from students, class teachers and parents. Grade IV students who have difficulty reading do not have the motivation to learn to read so they prefer to play, this is as stated by students that they are lazy to learn. This means that there is no motivation in students to learn.

The teacher's efforts to overcome difficulties in learning to read in grade IV SD INPRES Tawakali are as follows: The efforts made in handling student learning, according to Hargio (2012: 165) ^[2], learning must be done by understanding how children learn how to read because they have difficulty reading, seeing letters are often reversed differently from normal children who already understand the correct concept of letters.

Based on the interview with the fourth grade teacher, Ms. MS, the researcher found that efforts were made to overcome students who had difficulty reading, namely the teacher provided material with various methods to make students not bored with learning, one of which was for students who had difficulty learning to read, divided into small groups and given special lessons. Thus the teacher is more focused on being able to guide students who have difficulty learning to read.

Then the teacher also uses creative media to attract the attention of students to learn to read, the teacher prepares a paper that has been written with letters then the teacher asks students to arrange the letters so that they can become a word.

The conditions of the Covid-19 pandemic have made Ms. MS still try to spend her time at home by providing study guidance. Provide additional lessons for students who have difficulty learning to read. Ms. MS makes an agreement with students who have difficulty learning to read to study at Ms. MS's home, thus it is easier to guide students who have difficulty learning to read.

Conclusion

1. Factors of students' learning difficulties, namely intelligence factors, environmental factors, socio-economic factors and psychological factors
2. The efforts made by the teacher to overcome students who have difficulty learning and learning to read, namely using different methods, using interesting and creative media and the teacher providing special guidance.

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