

Etiological Study Of Students' Low Ability To Read And Write In Class III SDN 1 Sukadana In The 2024/2025 Academic Year

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Abstract

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This study aims to describe the learning process of reading and writing and the obstacles faced by third grade students of SDN 1 Sukadana in the 2024/2025 school year. This research is a type of descriptive qualitative research and uses a case study approach with the research subjects, namely 16 students in class III a and b, 2 homeroom teachers and 1 principal. Data collection techniques are: observation, interviews and documentation in the form of pictures and files. The data analysis techniques used are data reduction, data presentation and conclusion drawing. The data validity test used is source triangulation, technique triangulation and time triangulation. The results showed that: (1) The process of learning to read and write in class III is very good and in accordance with government regulations such as: making teaching modules, literacy for 15 minutes before the core lesson begins, implementing core lesson activities (introduction, core and closing activities), providing learning motivation, checking student notebooks. (2) The barriers to learning to read and write in class III are: lack of ability to remember letters, boredom and fatigue, lack of confidence, rarely taking notes or writing lesson material and rarely doing assignments and homework. (3) The causal factors (etiology) of the low reading and writing skills of third grade students are: low intelligence, low motivation to learn, lack of parental attention and the influence of playmates.

Keywords: *Etiological Study, Learning Barriers, Reading, Students Ability, Writing*

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INTRODUCTION

The environment plays a big role in shaping children's reading and writing skills. Amidst the rapid advancement of technology, many children are distracted by digital entertainment and the habit of playing without limits. As a result, many students still experience difficulties in reading and writing. Nevertheless, schools remain the main hope in shaping reading and writing skills as well as a smart and future-ready generation.

SDN 1 Sukadana is one of the schools in Sukadana village, Bayan sub-district. The school is a place that has been entered by researchers in order to undergo lecture activities, namely the PLP Program. Based on the results of observations made by researchers while in the school, there are 16 number of third grade students who are still lacking in reading and writing, so that it becomes the center of attention of researchers to continue it to the research process, by discussing the causes of low reading and writing skills of students.

According to Fahmi (2021), primary level education (SD/MI) is the foundation of education. This is related to basic education according to the National Education System Law Number 20 of 2003 Article 17 paragraphs 1 and 2, which is the level of education that underlies the secondary education level. Regarding an observation about the low ability to read and write in class III, it can be related to a proposition in the Qur'an.

The words of Allah Swt in Surah Al-'Alaq verses 1-5, meaning: (1) Read by (mentioning) the name of your Lord who created. (2) He has created man from a clot of blood. (3) Read, and your Lord is the Most Noble. (4) Who teaches (man) with the pen. (5) He teaches man what he does not know. In the content of the verse it is very clear that reading and writing are two important things in gaining knowledge, especially in taking the basic education process to a higher level. In fact, the verse mentions the command to read twice, which contains the broad meaning of reading, namely gaining new knowledge.

Reading is a physical and mental activity. Through reading activities, information and knowledge that are useful for life can be obtained. That is the main motivation that can increase the growth of interest in reading. If this interest has grown and developed, in the sense that the person in fear has started to like reading, then the habit of reading will also develop (Tampubolon, 1991). In addition to reading, students also need to be equipped with writing skills. Writing is an ability that cannot be separated from reading, because it has a close unity.

Writing has a very broad meaning. According to Murray (2006) writing is a continuous thinking process, starting from trying, and up to reviewing. Meanwhile, according to Warsidi (2007: 4) Writing is an activity carried out by someone to produce writing. Through this explanation, it can be seen that learning to read and write has an important role for each individual. Learning to read and write is very necessary in the field of education. Because, it is one of the supporting factors for the teaching and learning process in class.

Learning is a process that takes place within a person that changes his behavior, both behavior in thinking, behaving, and doing. Teaching is defined as an effort to create an environmental system consisting of teaching components, teaching objectives, students, subject matter, teaching methods, teaching media and administrative factors and costs that allow the learning process to occur optimally.

When the teaching and learning process takes place, there are several factors that hinder the learning process, one of which is the title of the research to be discussed, namely the lack of ability in reading and writing. Based on data obtained by researchers through observations that have been carried out during the Introduction to School Field Program (PLP) on Monday 21 October 2024 from 09:00 - finished by conducting an initial test of the level of ability to read letters, words, paragraphs and stories located in the library. Based on preliminary study data, it shows that the reading ability of grade III students is as follows; the level of ability to read letters is 2 students, the ability at the word level is 10 students and the ability at the paragraph level is 4 students. From the implementation stage of the program, data was also obtained that some students still had difficulty distinguishing the correct placement of letters and there were students who were still confused in writing the words they said and the words were still incomplete.

For example, when students are asked to write the number 64 in the form of reading, but they still have difficulty so that the words written are “six four or six pulu mpat”. Meanwhile, the data obtained from class III through the second test or the final test of reading skills conducted on Wednesday, December 4, 2024, namely the letter level of 3 students, the word level of 5 students, the paragraph level of 7 students and the story level of 1 student from the total number of students in class IIIa and b, namely 42 students.

Based on the background and explanation above, it is deemed necessary to conduct a research entitled “Etiological Study of Low Student Ability in Reading and Writing in Class III SDN 1 Sukadana in the 2024/2025 Academic Year”.

RESEARCH METHODS

In this study, researchers used a type of descriptive qualitative research in which the data collected were not in the form of numbers but words or pictures (in Sinaga, 2023). In addition, this research also uses a case study approach because there is a case about students who are still lacking in reading and writing skills and the researcher's desire to find out more about the event (Wahyu, et al. 2024).

The research location is the location or place used by researchers to carry out the research process. The location of this research was carried out at SDN 1 Sukadana which is located in Sukadana village, Bayan, North Lombok Regency. While the subjects of this research are third grade students of State Elementary School 1 Sukadana, age range 9-10 years.

The data collection techniques used in this study are observation techniques (observing), interviews (oral question and answer), documentation (research process and important documents that need to be obtained at school). The data analysis technique used by researchers is in line with the opinion of Miles and Huberman (in Fattah, 2023) that qualitative data processing techniques can be carried out through three stages, namely data reduction, data display and conclusion drawing/verification. The data validity techniques that researchers use are triangulation of sources (students and teachers), methods (observation, interviews and documentation) and time (breaks and class hours).

RESULTS AND DISCUSSION

A. The learning process for reading and writing in grade III at SDN 1 Sukadana in the 2024/2025 Academic Year.

The learning process for reading and writing in grade III takes place in systematic stages, starting from the preparation of modules, selecting appropriate learning materials and media, to implementing literacy at the beginning of each learning process before the core lesson begins. The stages of the learning process carried out by teachers and learning to read and write in class III are as follows:

1. Preparing teaching modules

Preparing teaching modules is one of the obligations that must be carried out by the teacher to prepare all the things or activities that he will carry out in the classroom. Teaching modules are documents that contain objectives, steps and learning media as well as assessments needed in one unit/topic (Rismawanda, H., and Dea, M. 2024). Third grade teachers at SDN 1 Sukadana have carried out an obligation and have been required by the principal in making modules before

starting teaching in class. Likewise, the results of interviews and observations conducted by researchers, that the teachers said that they had to make teaching modules.

2. Implementing the literacy program

The literacy program is conducted every morning for 15 minutes before the core lessons begin. This is in accordance with Permendikbud No 23 of 2015 concerning the cultivation of character to support this policy, which includes the obligation to read for 15 minutes before the lesson begins. This program is implemented in class to make it easier for each homeroom teacher to control and guide students who are not yet fluent in reading. Because, a very good impact is obtained by students, namely from 1 student who is at the story level, 7 people at the paragraph level, 5 people at the word level and 3 people at the letter level can increase to 9 students at the story level, 4 students at the paragraph level, 1 student at the word level and 2 students at the letter level. Such is the evidence that habituation of positive things can be a very good impact, especially in learning to read to gain knowledge.

3. Implementation of core learning

Introductory activities. In the introductory activity contains an activity that begins the beginning of learning such as, greetings, greetings, preparation for learning and asking students about today's learning to make learning more calm and relaxed.

Core activities. Activities in core learning are filled with a discussion of the subject matter. For example: a lesson on poetry that uses the PBL method and uses images, audio visual media, textbooks, internet, etc. While the types of reading and writing activities that are in it are reading poetry and discussing poetry with friends, writing experiences as a result of working with friends.

Closing activities. Closing activities are the final process of the learning series. This activity contains an appreciation for students, assignments (if any), prayers and greetings etc.

4. Providing motivation to learn

Motivation is a force that makes the power within a person rise (Iskandarwasid and Sunendar, 2008). So that there is a meaningful action in making someone better. The motivation provided by the teacher in the learning process is certainly very important. Class III teachers very often and almost every day provide motivation or advice to their students. However, the students concerned sometimes have a certain reason when they feel bored or lacking in reading and writing, such as the opinions of students during interviews, for example: because of physical conditions (fatigue and feeling bored), in learning there are students who interfere with each other, play or so on.

5. Correcting or checking student notes

According to the results of observations and interviews with grade III teachers explained that they always correct all the notes they have written and then provide motivation to correct and tidy up writing that is less clear and neat so that the writing is easy to read, neat and beautiful. The results of this study are strengthened by research conducted by Hafizatun which says that teachers provide learning motivation to students who have difficulty in reading and writing (Hafizatun, 2023). In line with the actions that the teacher has taken, it is a

reinforcement that makes students motivated to learn good writing. Reinforcement is the teacher's response to the behavior or actions of students, the response aims to increase the enthusiasm for learning of students (Syarifuddin, C, R. 2016).

6. Giving assignments or homework

Giving assignments is one of the methods used in learning (in Halik, A 2012). In line with the results of research conducted with the two homeroom teachers III explained that when students are given homework or homework, they always do it. However, there are some students who have certain reasons such as: books left at home or forgotten and there are even students who do not take notes or do assignments, namely students who cannot read. Based on the findings that researchers get at school, it is related to the results of research put forward by Siti Rohani that if at home, a child sometimes asks his parents to guide him in doing assignments and some do not ask (Rohani, 2020).

B. Barriers to learning to read and write in class III of SDN 1 Sukadana in the 2024/2025 academic year.

The obstacles obtained between students and teachers when learning to read and write are very diverse, especially for students who are at a low level. Meanwhile, students who are in the story level have very minimal obstacles. The barriers of teachers and students in grade III in reading and writing are as follows:

1. Lack of ability to remember letters

Students who have a deficiency in remembering a letter that is read can say that one of the factors that cause these students is a lack of intelligence. The intelligence factor referred to is one of the factors that come from within students such as cognitive abilities (intelligence). According to the theory put forward by Bloom, et al, knowledge includes the ability to remember things that have been learned and stored in memory (Ariani, N. 2022). Based on the results of student observations and interviews, there are 2 students who are still at the letter level, and according to the results of interviews with students, they stated that they really had difficulty remembering letters.

2. Boredom and fatigue

Boredom or fatigue is one of the inhibiting factors that almost every student has. Students who are at the level of stories, paragraphs, words and letters almost have one of the inhibiting factors in learning. In addition, boredom and fatigue in learning often occur because the learning process is monotonous and unvaried. Variations in learning activities refer to teacher actions in learning that are carried out spontaneously or unintentionally to bind students' attention which aims to eliminate boredom, increase student interest and curiosity and increase learning activeness (Parnawi, A. 2020).

3. Lack of confidence

From the results of the research that the researchers found, there was one student who still had a lack of confidence in learning. It was stated directly by his homeroom teacher that the child had a quiet nature. Students who have a quiet nature can be categorized in one of the factors causing students' lack of ability to read, namely low intelligence. Students who are less able to adjust to their environment cause one of the obstacles in the learning process (Purwanto, 210: 487).

4. Rarely taking notes or writing lesson materials

Rarely taking notes or writing materials is certainly one of the factors inhibiting students in learning to read and write. The results of observations and interviews show that most students only pay attention to the teacher's explanation but in recording the lesson material there are still students who do not want to write. According to Rostikawati, the purpose of taking notes is to help remember information stored in memory, students who do not record and repeat information will only remember a small part of the material taught (Rabudin, et al, 2016).

5. Rarely do assignments or homework

Assignments or homework is a method that is often and commonly used by teachers in providing additional assignments to students and can repeat what has been learned at school. Based on the opinion of Sudarman Danim (in Halik, A. 2012) the task method is additional material that must be fulfilled by students. Based on the results of the interview, it shows that teachers are still hampered in dealing with some students who rarely submit assignments and have various other reasons.

C. The relationship between the process and obstacles of learning to read and write in class III SDN 1 Sukadana.

Based on the results of the research completed in class III SDN 1 Sukadana, the learning process of reading and writing runs with a conventional approach, where the teacher still uses the lecture method and assignments, but there are additional methods applied such as the peer tutor method to provide an ease to students who have a lack of confidence. In addition, obstacles that arise in the learning process such as lack of ability to remember letters, lack of confidence, often not taking notes and doing assignments, can strengthen the picture that these obstacles become obstacles in the learning process in reading and writing.

As for after analyzing the results of the research that the researchers have done, the researchers will relate to the research title, namely the etiological study of the low ability of students in reading and writing in class III which the researchers will conclude in the following explanation. There are four main factors that are the causal factors or the origin of the causes (etiology) of grade III students still having low reading and writing skills.

1. Students' low intelligence

There are three categories of causes: 1) low cognitive ability, namely there are still students who are less able to remember letters, 2) low physical ability, namely almost every student has a physical ability, namely feeling tired and bored because they have been studying and playing all day and 3) less able to adapt to their environment, namely there is one student who has an introvert nature.

2. Low student learning motivation

The factor of low motivation to learn class III students can be explained that in the classroom environment it is a special room for students to gain knowledge. Meanwhile, if the class is still noisy and uncomfortable, then this can cause students to lack concentration and focus on learning. The role of teachers in motivating students is very useful for increasing students' passion for learning, because learning motivation is a process of changing behavior in a person in teaching and learning activities in order to obtain satisfactory results, which are marked by changes in attitudes, behavior and feelings (Ariani, et al. 2022).

3. Lack of parental attention

The role of parents in educating children is very important and causes children to be more motivated and enthusiastic about learning. However, what researchers found during interviews with students showed that there were students who were still classified as low in reading which was caused by a lack of attention from parents. In line with the above opinion, Kurniawan said that the family environment is one of the factors that greatly affects student learning motivation (Nasution, 2023).

4. The influence of playmates

Playmates participate in influencing student behavior in the classroom. This factor starts with one student and is followed by other students or called imitating the behavior of their peers. Based on the theoretical basis revealed by Djamrah (Hijjati, 2022) the influence of naughty playmates is the cause of low reading and writing skills. That is what is the imitation factor of third grade children in seeing one of their friends naughty or playing in class then he will follow this.

CONCLUSIONS

The learning process of reading and writing in class III is very good and in accordance with government regulations such as: making teaching modules, literacy for 15 minutes before the core lesson begins, implementing core lesson activities (introduction, core and closing activities), providing learning motivation, checking student notebooks. This shows that teachers have implemented learning strategies that are structured and support the strengthening of students' reading and writing skills. Thus, the number of students who have deficiencies in reading and writing can be reduced through effective learning process activities and supervision from the school.

The barriers to learning to read and write in class III include several aspects, namely: lack of ability to remember letters, boredom and fatigue, lack of confidence, rarely recording or writing lesson material and rarely doing assignments and homework.

The learning process of reading and writing runs with a conventional approach, where teachers still use the lecture and assignment method and there are additional methods applied such as the peer tutor method. In addition, obstacles that arise in the learning process such as lack of ability to remember letters, lack of confidence, often not taking notes and doing assignments, can strengthen the picture that these obstacles become obstacles in the learning process in reading and writing. Meanwhile, from the results of the learning process and the obstacles that occur in learning to read and write, we can find several main factors of origin or causes (etiology) of the low reading and writing skills of grade III students, namely: low intelligence, low motivation to learn, lack of parental attention and the influence of playmates.

RECOMMENDATION

Suggestion for the principal : The principal is expected to participate in controlling students in the implementation of literacy. If the principal also participates in controlling literacy activities, then students will also be more enthusiastic in reading and writing.

Suggestions for class teachers : Classroom teachers are also expected to be more enthusiastic and creative in using learning media such as animated videos or educational games so that students are not easily bored when reading and writing, especially in the last hour.

Advice for students. Third grade students are expected to remain enthusiastic in learning to read and write at school and at home, always respect parents, teachers and be kind to everyone. Eliminate shyness to learn and ask questions, because that is the way to gain knowledge. Stay diligent in worship and pray to get blessed knowledge.

Suggestions for further researchers. For further researchers, it is hoped that this research will be continued to examine how teachers can determine learning methods and media that make students not feel bored and tired in learning to read and write, especially in the final hours of learning.

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