

Analysis Of Reading Difficulties In The Early Stages Among Second-Grade Students At SDN 2 Kayangan In The 2024/2025 Academic Year

Dewi Purnama¹, Lalu Habiburrahman², M. Taufik³

Primary School Teacher Education (PGSD) STKIP Hamza

Abstract

Received: 07 July 2025
Revised: 16 July 2025
Accepted: 23 July 2025

This study aims to describe the analysis of students' difficulties in beginning reading in grade 2 students in elementary schools. students' difficulties in beginning reading in grade 2 students at Kayangan public elementary school in the 2025 school year. Kayangan public elementary school in the 2025 school year. This research focuses more on the difficulties of This is so that everyone knows that student difficulties in beginning reading are caused by several factors that cause reading difficulties, where in today's factors that cause reading difficulties, where in today's times students are still found to have difficulties in beginning reading. who have difficulty in beginning reading. This research is a descriptive qualitative research with a case study type of research. Subjects in The subjects of this research are grade 2 students at SDN 2 Kayangan. The focus of this research on students who have difficulty in beginning reading in grade 2 students. The results of this study indicate that the difficulties faced by students in beginning reading at SDN 2 Kayangan, namely (a) students have difficulty in mentioning letters, (b) students have difficulty in distinguishing between letters, and (c) students have difficulty in distinguishing similar letters, (c) students have difficulty spelling, and (d) difficulty in reading when there is a combination of consonant letters such as "b" and "c". when there is a combination of consonant letters such as "ny and ng". In addition, the factors that cause students to have difficulties in beginning reading at SDN 2 Kayangan namely (a) physiological factors or physical conditions (b) intellectual or intelligence students have low memory (c) psychological factors, namely motivation & interest (d) environmental factors such as (d) environmental factors such as the lack of role and attention of parents.

Keywords: *Student Difficulties, Early Reading*

(*) Corresponding Author: dewipurna236@gmail.com, laluhabibayan@gmail.com, Muhmmadtaufik33@gmail.com

How to Cite: Purnama, D., Habiburrahman, L., & Taufik, M. (2025). Analysis Of Reading Difficulties In The Early Stages Among Second-Grade Students At SDN 2 Kayangan In The 2024/2025 Academic Year. *International Journal of Education, Information Technology, and Others*, 8(3.A), 263-268.

Retrieved from <https://jurnal.peneliti.net/index.php/IJEIT/article/view/12788>

INTRODUCTION

Education is an important part of human life. Without education, there can be no progress in a region, nation, or country. Education is the most fundamental aspect of life. This is also in line with the 1945 Constitution, which states that national education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia. Education is of utmost importance and requires greater attention (Jhon Firman et al., 2023:71).

Therefore, based on this, education must be prioritized, especially primary education, which, as we all know, emphasizes the basics of reading and writing, so

that learning to read at an early age will make it easier for children to progress to the next stage of learning to read.

Reading is the process by which readers understand the message conveyed by the author through writing. Therefore, teaching reading skills from an early age is very important because through reading, they can broaden their horizons and knowledge. With this ability, they will find it easier to understand all subject matter, whether conveyed by teachers or learned independently (Asmaniyah & El-Yunusi, 2024:2188).

At the elementary school level, reading is very important for every student to master. In language skills, reading is one of the four language skills that must be mastered in accordance with their stage of development. Generally, reading skills are acquired when children enter school. At the elementary school level, reading skills are developed from the most basic to the most complex, including letter recognition, syllables, words, phrases, sentences, paragraphs, and texts. In lower elementary school grades, students are introduced to letter recognition and reading techniques, which is referred to as the concept of early reading. In higher grades, students are taught to understand the content of what they read, which is referred to as advanced reading instruction (Siti Arnisyah et al., 2022:61).

This condition is an ideal concept in the acquisition of reading skills among students. However, this condition sometimes differs from reality, as observed at SDN 2 Kayangan. Based on initial observations conducted on February 11 at 8:00 a.m., the researcher found that out of 23 students, 6 students experienced difficulties in early reading. which will certainly have an impact on student learning achievement and may make it difficult for students to progress to the next stage of reading. This condition is certainly caused by factors, namely internal and external factors.

Based on the background of the above issues, the researcher was motivated to find out about the difficulties students have in reading and to find out where these difficulties lie, especially in early reading, because the difficulties experienced by students are certainly varied and it is possible that students will experience different difficulties from other students. This research is very important in order to analyze the difficulties experienced by students in early reading in grade 2 at SDN 2 Kayangan, by identifying the contributing factors.

The research plan that the researcher will carry out is to analyze students' difficulties in early reading, which will certainly have an impact on students' learning outcomes that are less than optimal. Through this research, it is hoped that in the future it can be used as a reference for teachers in designing and determining appropriate and enjoyable learning strategies, so that students' reading skills can be improved, after identifying the factors that cause students to experience difficulties in learning early reading.

RESEARCH METHOD

This study uses a qualitative approach with a case study research design, which is a type of research that focuses on description and analysis. Description in qualitative research means describing and explaining the events, phenomena, or social situations being studied. while analysis means providing understanding,

interpretation, and comparison of data obtained from the research (Marinu Waruwu, 2023:2898).

The research was conducted at SDN 2 Kayangan, Kayangan District, North Lombok Regency. The data sources in this study consisted of two types, namely primary data and secondary data. Primary data is information obtained directly from the research subjects through measurements or data collection tools used to obtain information directly from the sources being studied. For example, primary data can be obtained through interviews. On the other hand, secondary data is information obtained through third parties or existing sources, such as books, reports, articles, or previous research findings. This data is not directly obtained by the researcher from the research subjects but rather through documents or existing sources (Hervin Rizky Pratama et al., 2024:930).

The documentation in this study consists of images/photographs, data, and archives related to the difficulties faced by students in early reading, photographs of interviews with the principal, teachers, and students, as well as the teaching and learning process, and the facilities used in early reading.

Data analysis techniques using the Mils and Huberman data analysis model consist of four stages: Data Collection, Data Reduction, Data Presentation, and Drawing Conclusions (Hervin et al., 2024:931-932). To ensure data validity, researchers employ two techniques: increased rigor and triangulation (Sugiyono, 2019:304). To ensure data accuracy, triangulation and increased rigor techniques are necessary to avoid errors in the data obtained. These two techniques were selected for data validity testing based on research needs, which were aligned with the research instruments used.

RESULTS AND DISCUSSION

1. Difficulties Faced by Students in Beginning Reading at SDN 2 Kayangan

From the results of observations, interviews, and reading tests conducted by researchers at SDN 2 Kayangan, it was found that out of 23 second-grade students, 6 students had difficulty in early reading. These difficulties manifest in various forms, ranging from an inability to correctly recognize letters, difficulty distinguishing between letters with similar shapes, to still struggling with spelling words. These students exhibit signs of stuttering, slow reading, and require teacher assistance during the reading learning process.

Interviews with homeroom teachers and the principal confirmed these findings. Mrs. Kadek, the homeroom teacher for grade 2, explained that the obstacles faced by students lay in their difficulty in distinguishing between similar letters such as b and d, as well as their difficulty in reading consonant combinations such as “ny” and “ng.” In line with this, Mr. Murdin, the principal of SDN 2 Kayangan, also observed the situation firsthand during classroom supervision and received reports from the homeroom teacher, which indicated that some students had not yet fully mastered the alphabet.

The data from the reading tests conducted by the researchers clarified the characteristics of each student's reading difficulties. For example, Aditiya had difficulty distinguishing between letters that were similar in shape, Zen had difficulty reading consonant combinations, and Suci was not yet fully familiar with the alphabet. Additionally, Novita has a hearing impairment that also affects her

reading ability, while students like Ausilia face challenges related to memory, causing the spelling process to be slow and uneven. This demonstrates that the reading difficulties experienced by students are diverse.

To reinforce the research results, the researchers also documented the reading test process through photographs. This documentation shows that the approach taken was not based solely on assumptions or observations, but rather on a structured process involving appropriate reading test instruments. Thus, it can be concluded that early reading difficulties at SDN 2 Kayangan remain a problem for some students.

This is in line with what Mai Sri Lena (2023-207) said: Reading difficulties are when someone has trouble understanding written text, and reading difficulties in elementary school refer to problems or obstacles that elementary school students face in learning to read correctly and accurately.

This issue is certainly a concern for teachers and parents, considering that their children are already in elementary school but still have difficulty reading, even though reading skills are the basic foundation that students must master in order for the learning process to run according to its objectives.

In his theory, Dalman explains that reading the beginning is an initial skill that must be learned or mastered by readers in order to proceed to the next level of reading (Atikah Mumpuni, 2022:74).

2. Factors Causing Students to Have Difficulty in Early Reading at SDN 2 Kayangan

Based on observations, interviews, and documentation conducted by researchers in grade 2 at SDN 2 Kayangan, it was found that students' initial reading difficulties were caused by various factors, both internal (within the students) and external (outside the students). These factors are interrelated and influence students' ability to recognize letters, spell words, and comprehend reading material as a whole. These findings were obtained from direct observation during the learning process and reinforced through interviews with classroom teachers and the school principal.

The most dominant internal factor is the lack of motivation and interest in reading among students. Some students appear unfocused when the teacher is explaining, tend to play or disturb their classmates, and do not show initiative when asked to read. Additionally, intellectual factors such as poor memory also pose challenges, particularly for students who struggle to distinguish similar letters like "b," "d," "p," and "q." Physiological impairments, such as those experienced by one student with hearing difficulties, further hinder the process of recognizing letter sounds and reading aloud.

Meanwhile, a highly influential external factor is an unsupportive family environment. Some students come from broken homes, some live with their aunts, or are raised by one parent because their parents are divorced or work far away. In these circumstances, students do not receive guidance at home, do not have a habit of reading outside of school, and are not encouraged to develop literacy skills independently. The lack of attention and guidance from parents causes their reading skills to develop more slowly.

Overall, the results of the study indicate that reading difficulties among second-grade students at SDN 2 Kayangan are not caused by a single factor. These

difficulties arise due to several interrelated factors, such as a lack of motivation or enthusiasm for learning from within the students (psychological), weak thinking skills or memory (intellectual), physical impairments such as hearing problems (physiological), and a lack of attention or guidance from parents at home (environmental).

Due to the many interrelated factors involved, the solution must also be comprehensive. This means that it is not enough for teachers to work alone; there needs to be cooperation between teachers, schools, and parents at home. In this way, students will receive help and support from various parties so that they can learn to read better from an early age.

In line with the findings of research conducted by Novi Astuti regarding the factors that cause students to have difficulty in early reading, namely physiological, intellectual, psychological, and environmental factors (Novi Astuti, 2023: 10195).

From the results of the study, it was found that one of the causes of students experiencing difficulties in reading at the beginning of grade 2 at SDN 2 Kayangan was due to the influence of environmental factors, namely a lack of attention from parents. This is in line with Jean Piaget's constructivism theory, which explains that knowledge is built gradually through experience and interaction with the surrounding environment (Rizal, 2018: 102).

Researchers associate constructivism theory with early reading, because learning to read is a gradual process, starting with learning the basic skills first. Students acquire this knowledge from their direct experiences with their surroundings. When their surroundings are supportive, both from their family environment, such as their parents, and from their teachers, this can certainly improve students' learning abilities in relation to reading. Therefore, the surrounding environment greatly influences students' learning abilities.

CONCLUSION

Based on observations, interviews, and reading tests conducted in grade 2 at SDN 2 Kayangan, it was found that out of 23 students, 6 students still had difficulty in early reading. The difficulties faced by students included an inability to pronounce letters correctly, difficulty distinguishing between letters that are similar in shape, such as 'b' and 'd', and not yet being fluent in spelling words. Additionally, combinations of consonant letters such as "ny" and "ng" also pose a challenge for some students. These findings are supported by statements from the classroom teacher and school principal, who noted that the six students in question exhibit delays in mastering basic reading skills.

Based on observations, interviews, and documentation conducted by researchers in grade 2 at SDN 2 Kayangan, it was found that students' initial reading difficulties were caused by various factors, both internal (within the students) and external (outside the students).

REFERENCES

Adinda dkk, (2024), Analisis Konsentrasi Belajar Siswa Dalam Proses Pembelajaran Bahasa Indonesia Pada Kurikulum Merdeka di Kelas IV UPT SD Negeri 102 inpres bontokadatto kab. Takalar, Volume 1, Number 3

- (Online) Tersedia <https://creativecommons.org/licenses/by-nc/4.0/> Pdf (di Unduh pada Tanggal 11 Februari 2025).
- Arnisyah, Siti dkk, (2022), Analisis Kesulitan Membaca Permulaan Pada Siswa SD Kelas Rendah di SDN 7 Langkai Palangkaraya, *Jurnal Pendidikan Guru Sekolah Dasar*, Volume. 8 Number .1, (Online) Tersedia <http://journal.umpalangkaraya.ac.id/index.php/tunasN> (di Unduh Pada Tanggal 11 Februari)
- Asmaniyah & Muhammad, (2024) Strategi Guru dalam Mengatasi Kesulitan Membacadan Menulis di Sekolah Dasar Alami Driyorejo Gresik, *JurnlBasicedu*. Volume 8, Number 3 (Online) Tersedia:<https://Jbasic.Org/Index.Php/Basicedu/Article/Download/7595/3367/27694> Pdf (Diunduh pada Tanggal 11 Februari 2025)
- Firman Jhon dkk, (2023), Pendidikan Jendela Dunia, *Jurnal Visi Pengabdian Kepada Masyarakat*, Volume 04, Number 02, (Online) Tersedia <https://ejournal.uhn.ac.id/index.php/pengabdian> Pdf (di Unduh pada Tanggal 11 Februari 2025).
- Lena Mai Sri dkk, (2023), Analisis Kesulitan Membaca pada Siswa Kelas Tinggi Sekolah Dasar, *Jurnal Pendidikan Bhinneka Tunggal Ika*, volume 1, Number 5, (Online) Tersedia <https://doi.org/10.51903/bersatu.v1i5.358> (di Unduh Pada Tanggal 12 Februari 2025).
- Mumpuni Atikah, (2022), Analisis Pembelajaran Membaca Dan Menulis Permulaan Siswa Kelas Ii Sekolah Dasar, *Jurnal Buletin Ilmiah Pendidikan*, Volume, 1 Number 2, (Online) Tersedia <https://ejournal.papandada.org> (di Unduh pada Tanggal 14 Februari 2025).
- Pratama, Hervin Rizky, dkk (2024), Analisis Keterampilan Kolaborasi Siswa Sekolah Dasar Menggunakan Media Diorama pada Pembelajaran Materi Ekosistem, *Jurnal Ilmiah Pendidikan Dasar*, Volume 9, Number 1, (Online) Tersedia <https://journal.unpas.ac.idN> (di Unduh Pada Tanggal 13 Februari)
- Pratiwi Putri Adinda dkk, (2024), Mengungkap Observasi Yang Efektif Menurut Pra-Pengajar EFL, *Jurnal Penelitian Dan Karya Ilmiah*, Volume 2, Number 1, (Online) Tersedia <https://doi.org/10.59059/mutiara.v2i1.877> (di Unduh Pada Tanggal 13 Februari)
- Rizal Safarudin, dkk, (2023), Penelitian Kualitatif, *Journal Of Social Science Research*, Volume 3, Number 2, (Online) Tersedia <https://j-innovative.org/index.php/InnovativeN> (di Unduh Pada Tanggal 13 Februari)
- Sugiyono, (2019), *Metode Penelitian Kuantitatif, Kualitatif dan R&D* : Cetakan Kesembilan belas, Bandung : Alfabeta.
- Waruwu Marinu, (2023), Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method), *Jurnal Pendidikan Tambusai* Tersedia:<https://jptam.org> Pdf (di Unduh pada Tanggal 14 Februari 2025).