



## ANALYSIS OF DIFFICULTIES IN LEARNING TO READ BEGINNING OF GRADE II ELEMENTARY SCHOOL STUDENTS

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ARTICLE INFO	ABSTRACT
<p><b>Article History</b></p> <p>Receive : 15 - 07 - 2025</p> <p>Revision : 05 - 08 - 2025</p> <p>Accept : 30 - 10 - 2025</p>	<p>This study aims to analyze early reading difficulties among Grade II student at SDN 060875 Medan. Through observation, interviews, and reading tests, it was found that most student struggle with recognizing letters, forming syllables, and understanding simple sentence meanings. Factors contributing to these difficulties include inadequate understanding of basic reading concepts, lack of learning motivation, and an unsupportive learning environment. This research is expected to contribute to teacher and parents designing more effective learning strategies to address reading difficulties among students.</p>
<p><b>Keywords</b></p>	<p>Difficulty, early reading, elementary school</p>

### 1. INTRODUCTION

Education is a long-term training for acquiring skills, namely knowledge, abilities, and attitudes. A developed society can be supported by a reading culture, and therefore, a reading culture can be developed from an early age. Reading is one of the most important functions in life. All learning processes are based on reading skills. With reading skills ingrained in every child, success in school and in society will open up opportunities for greater success in life (Jannah et al., 2022). According to Mardika (2019), reading ability is a basic ability for elementary school students which is followed by the ability to write and count well.

The aim of reading ability is for students to be able to understand a reading and improve students' ability to communicate (Akda & Dafit, 2021). Reading activities are not only simple activities, but reading activities must be measured by the ability to answer questions that

are formulated through text as an evaluation tool. (Alkhasanah et al., 2023)

Iwayantari stated (2019), low reading ability can be associated with low school achievement, lack of literacy in adulthood, and increased behavioral problems and dropout rates. It is undeniable that reading provides numerous positive benefits. Elementary school students' reading abilities vary greatly depending on their developmental level and individual skill level. For example, some only have early reading skills, such as those in the development of early reading skills. This includes understanding the alphabet, recognizing language sounds, and understanding the concepts of words and sentences (Islami & Ferdianto, 2024).

According (Nay et al., 2024) Field evidence supports that children who experience language barriers and difficulty learning to read have a significant negative impact on their education. The most fundamental of all learning difficulties is difficulty learning to read (Udhiyanasari, 2019).

Students' initial reading difficulties are due to the students' lack of interest in learning, lack of interest in reading, and lack of guidance in the initial reading learning process from the students' families (Sakinah et al., 2022).

Learning to read in lower grades is called beginning reading. Beginning reading is the initial process for elementary school children, where students gain the skills and techniques to capture reading content properly and correctly (Sri Nuraini, Tanzimah, 2022).

Regarding early reading, there appear to be many difficulties associated with early reading skills in early childhood. These difficulties relate to the inability to recognize letters, recognize numbers, and combine syllables into words. Reading difficulties can be analyzed, in part, by assessing the child's readiness to read (Yani, 2019). According to Pramesti (2018), students have difficulty grasping and understanding information presented in various textbooks and supplementary materials. As a result, their learning abilities are also slower than those of their peers who do not have difficulty reading.

According to (Witri et al., 2022) , reading difficulties are also very apparent when students take midterm exams. Students have difficulty answering questions because they cannot read them well. Some students read so slowly that they do not have enough time to complete all the questions. Students often have difficulty answering questions because of their reading difficulties, and their grades are very poor. Field research shows that 60 percent of students experience difficulties in mastering reading skills. The difficulties experienced by each student vary from one student to another. In these situations, teachers, parents, or other adults close to the child need to provide assistance and support so that children experiencing reading difficulties receive appropriate treatment promptly. (Hartini et al., 2022)

Students in the second grade should be able to read fluently, even though they can read

fluently, second grade students are still at the beginning reading stage, only in this second grade stage the focus is on accuracy in reading and then they start to get to know material that teaches students to recognize capital letters, the use of comma and period symbols found in reading texts. (Mumpuni & Afifah, 2022) . The initial reading difficulties experienced by second grade students illustrate that the students are not yet able to identify words, so that the students have reading delays and still have a lack of understanding, but this also makes it possible that there are other causes and factors that cause students to experience initial reading difficulties. (Septiana Soleha et al., 2021)

The initial reading difficulty factor is a problem in initial reading which is also caused by several factors, namely internal and external, regarding the factors that influence reading, they are: Learning Motivation, Family Environment and Reading Materials (Windrawati et al., 2020). Therefore, reading skills need to be grounded in cognitive abilities. This suggests that reading difficulties can be caused by cognitive operational incompetence. Furthermore, reading also requires focused attention. Reading ability is also related to sensorimotor processing abilities (Pratiwi, 2020).

Reading skills are divided into two categories: beginning reading and advanced reading. Beginning reading skills are characterized by literacy. It's called literacy because a person must be able to recognize written symbols and pronounce them correctly. At this stage, understanding the content of the reading is not emphasized as much, as the reader's orientation is more focused on recognizing the sound symbols of language. (Purnanto & Mahardika, 2019).

Based on the explanation above, this makes the researcher interested in researching the problems that often occur in Elementary Schools, namely second-grade students of SDN 060875 Medan. The reason the researcher chose the

school was because she had conducted observations at the school and the researcher observed that there were students who had difficulty reading at SDN 060875 Medan. In relation to the identified problems, the researcher will conduct a study entitled "Analysis of Beginning Reading Learning Difficulties of Second-grade Students of SDN 060875 Medan".

## 2. RESEARCH METHOD

The qualitative descriptive research method was chosen in this study because the researcher wanted to describe or explain the difficulties faced by elementary school-aged children in early reading lessons. This study analyzed the reading difficulties of second-grade elementary school students. In this study, the author did not manipulate or provide any specific treatment to the research objects. The purpose of descriptive research is to describe, explain, and answer the research problem in as much detail as possible. This study aims to analyze a situation, describe, and illustrate the form of reading difficulties faced by second-grade students at SDN 060875 Medan.

## 3. RESULT AND DISCUSSION

In this study, the aspects used as benchmarks in analyzing the difficulties in learning to read beginnings experienced by first-grade students at SDN 060875 Medan are that students are not yet able to read diphthongs, double consonants, and double vowels, students are not yet able to read sentences and students read haltingly. The following are the initial reading difficulties experienced by the four students, including:

### Students Cannot Read Diphthongs Yet

Based on the results of the questionnaire, observations and interviews conducted by the researcher, it was found that four students with the initials EL, AN, KN, and SM had different reading difficulties in reading diphthong letters. The types of difficulties or disorders experienced were that students had difficulty reading the

letters "ai" (e.g. "pai", "kai"), the letters "au" (e.g. "pau", "kau"), the letters "oi" (e.g. "poi", "koi") and the letters "ui" (e.g. "pui", "kui").

### Students cannot read double consonants yet

Students at SDN 060875 Medan also experience difficulties in reading consonants, including difficulties in reading the letters "kk" (for example "kikki", "pokok"), the letters "tt" (for example "tetti", "batta"), the letters "dd" (for example "deddu", "maddu"), and other letters ("bb", "gg", "pp"). In this process, students already know the letters A-Z, but they still have difficulty forming single word pronunciations. These four students must practice daily to develop correct and fluent reading skills quickly.

### Students cannot read double vowels yet

Based on the results of the questionnaire, observation, and interviews conducted by the researcher, it was found that the four students with the initials EL, AN, KN, and SM had different reading difficulties in reading double vowels. Students had difficulty reading the letters "aa" (e.g., "sorry", "same"), the letters "ii" (e.g., "magic", "gili"), the letters "uu" (e.g., "like", "forget"), and the letters "ee" (e.g., "gele", "see"). The difficulties experienced by students are caused by students having low memory so that when reading vowels that have similar shapes, students will find it difficult to differentiate the letters so that they often make mistakes in reading them. This is also because students have a low level of concentration when asked to read vowels that sound similar.

### Students Are Not Yet Able To Read Sentences

The difficulty experienced by the four students in combining syllables into sentences is that students still have to spell each letter and each word in the sentence to be read. For example, in the sentence "BIG BROTHER'S BOOK ON THE TABLE" students first spell the word as B-U BU, KU-KU BUKU. Regular reading activities can help students become more fluent in reading each

word into a sentence so that they will have good reading skills.

Students experience difficulties in pronouncing words with teacher assistance. This occurs when the teacher wants to help students pronounce words. This is because the teacher has been waiting for the students for several minutes, but the students have not yet pronounced the expected words, so the students need such assistance. Students are often afraid of the risk of mispronouncing the words requested by the teacher. Furthermore, students also have low self-confidence, especially when facing reading assignments. Finally, students' difficulty in reading at the beginning level is inaccurate pronunciation.

#### Students read haltingly

One of the difficulties students experience is halting reading. Students' reading process doesn't always run smoothly because they often forget certain letters they encounter in the text, requiring them to memorize the text over a longer period of time. Students also experience difficulties in paying attention to punctuation. Students who have difficulty reading don't understand the meaning of basic punctuation marks, such as periods and commas, and have difficulty with intonation. Students with intonation difficulties can read or vocalize text but with the same intonation. This will impact reading comprehension, as differences in intonation due to punctuation can change the meaning of a sentence.

#### 4. CONCLUSION

Analisis kesulitan belajar membaca permulaan siswa kelas dua SD Negeri 060875 Medan menunjukkan bahwa banyak siswa mengalami berbagai tantangan dalam proses pembelajaran membaca. Faktor-faktor yang mempengaruhi kesulitan ini meliputi rendahnya kemampuan mengeja, kurangnya penguasaan kosakata, serta minimnya motivasi dan dukungan dari lingkungan sekitar. Hasil analisis ini menegaskan pentingnya perhatian khusus terhadap metode pengajaran yang digunakan, serta perlunya intervensi yang tepat untuk membantu siswa mengatasi kesulitan yang mereka hadapi

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