

**Analysis of Factors That Inhibit Early Reading Learning in Elementary School Students in MIS Al-Afkari Deliserdang**

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**ABSTRACT**

The purpose of this study was to describe the forms of difficulties faced by Class I students at MIS AL-Afkari Deliserdang that hindered early reading. This research is an observational study. Data collection techniques, using observation, interviews, and documentation. The data obtained were analyzed descriptively after being reduced (data reduction), and tested for validity through a data credibility test. The results showed that the types of difficulties faced by Class I students at MIS AL-Afkari Deliserdang that could potentially hinder learning to read the beginning were as follows: 1) students had difficulty reading the alphabet with proper pronunciation, students had difficulty showing and mentioning vowels, students had difficulty showing and mentioning consonants, students find it difficult to name some combined sounds of vowels and consonants, students find it difficult to spell the syllables that are instructed, 2) the factors that hinder students in Beginning Reading Difficulties in Class I students at MIS AL-Afkari Deliserdang are intellectual factors, factors physiological, environmental factors including parents, and psychological factors. The solution is that parents must really accompany their children when learning and teachers innovate in learning such as using suitable media and methods for learning to read early. Keywords:

**Keywords: *Reading Difficulty, Beginning Reading, Grade I Students, Inhibiting Factors.***

## **INTRODUCTION**

Learning to read in elementary school is divided into two parts, the early years and the final years. In the early grades, reading is called initial or introductory reading, and later grades are called advanced reading. Beginning to read is often the first step or foundation for first graders. Students will learn skills, understand reading skills, and respond appropriately to the meaning of reading. Children's reading readiness is about themselves and their ability to learn in school, while reading readiness factors include physical readiness, intellectual readiness, educational readiness, and academic readiness. education and thinking skills readiness (Paramita, 2013), showing that reading skills are part of the key to student success. in their actions. because reading skills help students easily extract information from a variety of text sources. Early reading difficulties arise due to obstacles caused by internal factors (inside the child) and external factors (outside the child).

Early reading difficulties that students encounter include difficulty memorizing letters of the alphabet, difficulty distinguishing between letters of the alphabet that have similar shapes, difficulty distinguishing between vowels and consonants, makes students unable to read words with many letters. According to the observations of researchers at MIS Al-Afkari Deliserdang, students' reading skills are very low and students still have difficulty distinguishing between vowels and consonants. Therefore, these factors help researchers to

further observe the factors that hinder early reading learning in primary schools, especially in MIS Al-Afkari Deliserdang.

The reference for this study is the 2013 program, especially KD 3.1, which explains how to prepare for the first reading (how to sit properly and with correct posture, distance between eyes and book, how to holding a book, how to turn a book). book pages, eye movements). From left to right, determine the place with light and reading ethics) properly. The existence of the 2013 primary school program will implement learning activities in primary schools in accordance with the expectations of the government and society, the implementation of this program will depend on the situation and circumstances of the pupil. Reading is one of the basic learning skills in elementary school. Why, because reading is important (Anantha, 2013).

The ability to read is very important for students because when reading they will discover a lot of new information and knowledge. Beginning reading requires understanding the letters of the alphabet in order to be able to read the syllables arranged in sentences. To overcome early reading difficulty in children, we must first know the factors that hinder it. By providing information about inhibitory factors, teachers and parents can find appropriate treatment solutions. The problem of reading skills of MIS Al-Afkari Deliserdang students cannot be solved, because reading skills are directly related

to the entire learning process of students, especially in the lower grades or first grade.

According to (Kasiyun, 2015), There are four language skills that everyone must have, which are listening, speaking, reading and writing. The four language skills can be differentiated into receptive language skills and productive language skills. One of the basic competencies that students must have is reading skill, this skill must be mastered immediately, especially for elementary school students, because this skill is directly related to the entire learning process. of elementary school students. Based on that, this study analyzes the factors that hinder learning to read from lower grades/first grade to overcome these problems.

Based on the context of the above problem, the formulation of the problem in this study is as follows: What difficulties do Grade I students of MIS Al-Afkari Deliserdang encounter that may hinder their initial learning to read? The purpose of this study is to describe the types of difficulties encountered by Grade I students of MIS Al-Afkari Deliserdang, which hinder their initial learning to read. Preliminary reading is the first stage of the initial reading learning process specifically for MIS Al-Afkari Deliserdang students (Masykuri, 2019).

The purpose of introductory reading is to help students become familiar with letters in the alphabet such as vowels and consonants and be able to read words and sentences made up of a sequence of

letters fluently and accurately. . Early reading difficulty is a condition in which students have difficulty reading due to many reasons such as difficulty, inability to write and spell, slow syllable reading and below average reading ability. Barriers to early reading are conditions that prevent students from achieving the desired results. Barriers can arise due to a number of factors, including internal (within the student) and external (outside the student) factors, specifically the environment.

Moreover, in this pandemic era, when the teaching learning activity is mostly done online, the social media is widely used in virtual class activity. This essay describes the application of Instagram and its features for teaching learning activity. It also explains some procedures of implementing Instagram in learning activity, particularly in writing report text. From this study, the researcher found that the application of Instagram in writing report text is very attractive to the students. It can be seen from the students' response in the teaching and learning process. In the field of writing, report text was one of texts that must learn for junior high school students. Students could think academically and scientifically through report text. report text was one of the academic genres and important for students to learn (Ting, Campbell, Law, & Poh, 2013).

## **METHODS**

This research is descriptive qualitative research because it aims to describe the factors inhibiting initial reading learning in grade I

elementary school students. In this context, researchers involved class I students at MIS Al-Afkari Deliserdang. In this research, researchers have observed class I students with various abilities and characteristics. Data collection techniques use observation, interviews and documentation. The data obtained was analyzed descriptively after first being reduced (data reduction), and tested for validity through a data credibility test.

## **FINDINGS AND DISCUSSION**

### **Information from Perception Comes about of Lesson I Understudies**

Based on the comes about of perceptions made on Course I understudies at MIS Al-Afkari Deliserdang, comprising of 11 understudies, there were 3 understudies who did not encounter trouble in starting perusing, and 8 understudies who experienced deterrents or challenges in starting perusing. The shapes of trouble confronted by Lesson I understudies at SDN Sawohan 1 Buduran Sidoarjo which have the potential to ruin starting perusing learning are recorded in This perusing trouble is in understanding with inquire about comes about from (Rizkiana, 2016) where the comes about of his investigate appear that the foremost troublesome angle at the starting of perusing is trouble perusing insignificant words, trouble perusing out loud familiarity and perusing comprehension, trouble perusing words, trouble recognizing letters, and dyslexia. One of the

understudies was physically hindered, had trouble concentrating, and had trouble tolerating the fabric displayed by the instructor.

Starting perusing is an action that presents a collection of letters with dialect sounds. There are two focuses in perusing, to be specific the beginning point for perusing for to begin with and moment review understudies, and the information that understudies have learned since third review. This basic or starting perusing will be examined in to begin with and moment grades so that understudies can get it and compose within the redress tone. Separated from perusing the beginning as a premise, you'll be able studied advance. Concurring to (Rahim, 2008) there are three terms that are regularly utilized to supply the fundamental components of the perusing prepare, specifically:

recording, interpreting, and meaning. Recording refers to words and sentences, at that point partner them with sounds concurring to the composing framework utilized. Interpreting is the method of converting a arrangement of illustrations into words. The accentuation on perusing at the recording and decoding stage emphasizes that perusing could be a perceptual prepare, to be specific a arrangement of letters with verbal sounds put into fitting connections.

Typically ordinarily called starting perusing, and its meaning is emphasized more within the upper grades of basic school. There are two critical viewpoints in perusing, to be specific:

mechanical abilities and comprehension abilities (Tarigan, 2008). His fundamental mechanical aptitudes were considered low level. Mechanical abilities incorporate:

letter acknowledgment; recognize dialect components (phonemes/characters, words, expressions, clause designs, sentences, etc.); recognize the relationship between spelling and sound/core designs (discourse fabric capacity); Moderate perusing speed. Comprehension is considered high. This angle incorporates:

understanding basic terms (lexicon, linguistic use, talk), understanding noteworthiness or meaning (author's aim and purpose, relevance/cultural environment and peruser reaction), assessment or appraisal (substance, frame), adaptable reading speed, which can be effortlessly adjusted to the circumstance. The stages of learning to acknowledge composed language for children are isolated into six stages. The stages of securing composed dialect incorporate:

separation arrange, perusing reenactment arrange, picture perusing arrange, irregular perusing arrange, take off arrange, and autonomous arrange. These stages will be clarified as follows after (Musfiroh, 2009) .

### **Variables Restraining Learning**

In each learning handle there are numerous deterrents that cause learning disappointment, so that learning goals cannot be accomplished legitimately. Variables that prevent learning cannot be isolated from the learning components. Learning could be a



framework, which suggests a unit composed of components that are interconnected and interconnected. In the event that a component is lost or not working at that point the learning framework will not run easily. Components in learning incorporate:

objectives, learning subjects, learning materials, procedures, media, assessment and back (Rifa'i, 2012). The foremost critical component is the subject, they are as it were teachers as instructing staff. Instructors must act professionally in carrying out their obligations. In accordance with polished skill, instructors ought to not cause learning troubles for their understudies since the instructor isn't qualified. The learning measures required by instructors are higher than the child's capacities, instructors don't have the abilities to analyze learning challenges, and teachers' strategies are off-base.

The components that prevent the starting perusing of lesson I understudies at MIS Al-Afkari Deliserdang are inside components (inside the child) and outside components (exterior the child). Firstly, outside variables incorporate:

understudies are sluggish to memorize, students' memory is destitute, where each person student's memory is distinctive and the way to capture them too shifts, a few are quick, medium and exceptionally missing, there's no inspiration from within understudies to memorize. , students get bored effectively, students have physical and mental confinements. Both components incorporate the environment, to be specific the family, counting the imperative part

played by guardians, to direct and coordinate their children. Most guardians totally yield to the course educator at school to educate their children. In reality, it isn't so simple for instructors to direct and coordinate children without full offer assistance from guardians at domestic. This issue is still frequently wrangled about and has not however found a clear point. Fundamentally, the individual who best understands a child's condition is the parent. The work of the educator is to be the second parent who coordinates and guides way better what the guardians have implemented for their child. It regularly happens that children don't get full consideration from their guardians, which comes about in children doing anything they need and not needing to be controlled by anybody since they are used to not being looked after.

Third, inspiration, guardians are not mindful that giving inspiration to children is exceptionally imperative. It's a little thing, like each day children are given support and rousing stories of effective figures. These four interface, the problem of intrigued in children, are moreover not yet known by guardians. The intrigued here is an interest in learning, indeed if the child doesn't need to memorize, how can guardians convince the child in a great and fun way so that the child is inquisitive about learning. The factors over are bolstered by the conclusion of Lamb and Arnold (1976) in (Rahim, 2011) who expressed that the variables that impact learning in a person's starting perusing are:

physiological components, mental variables, natural variables and mental variables. This conclusion is bolstered by inquire about comes about (Pramesti, 2018) expressing that the restraining variables in starting perusing in lesson I incorporate:

1) Intellectual factors counting the child's insights level, natural components, specifically family, motivation, interface.

Physical wellbeing, neurological considerations and sexual orientation are included as physiological variables. Weakness is additionally a impediment for children in learning, particularly learning to perused. Ordinarily, a child's insights does not totally impact whether a child can study at to begin with. Children's capacity to perused starting can be affected by educating strategies, strategies and educator capacities. starting perusing. This conclusion is bolstered by inquire about comes about (Windrawati, 2020), specifically that a few children have powerless recollections so it is troublesome to acknowledge or react to what is instructed by the educator. Natural components incorporate the student's background and experience as well as the student's family's socio-economic status. At that point it is isolated into 3 agreeing to mental variables, specifically:

inspiration, intrigued, social maturity, emotional and versatile. Fortified by inquire about comes about (Windrawati, 2020) clarifying the mental factors listed over incorporate a need of parental guidance at domestic. Parental help within the learning prepare and the moo

level of parental education ended up deterrents within the child's learning handle.

Guardians need the inspiration to empower their children to ponder or lock in in exercises that can move forward their perusing abilities, which too influences their children's inspiration to start perusing. Intrigued in perusing can be cultivated from within the family, this can be the part that the family library can play, the library is changed into a fun put. Guardians who trust that their children will like perusing can begin by presenting them to fun perusing books such as pixie stories, at that point guardians examined pixie stories some time recently bed, as well as giving curiously and fitting perusing strategies, subsequently expanding their intrigued in perusing. Based on the clarification over, it can be concluded that the variables repressing learning, particularly in early perusing learning, are inner variables from inside the child and outside variables from exterior the child, to be specific the environment. These factors indirectly prevent the introductory perusing learning handle, from an environment that's not strong and from the child not needing to memorize since there's no inspiration and support from the child. The procedure utilized by the educator isn't exact sufficient so that children feel bored and do not get it. Learning back instruments such as media have not been connected amid learning so that learning gets to be dull, children are not interested.

## **CONCLUSION**

Based on the results of research through data analysis in the previous chapter, the conclusion obtained is that the initial reading difficulties experienced by class I students are that students have difficulty reading the alphabet with the correct pronunciation, students have difficulty showing and saying vowels, students have difficulty showing and saying consonant letters, students have difficulty mentions several combined vowel and consonant sounds, and students have difficulty spelling the instructed syllables. These difficulties are obstacles for Class I students at MIS Al-Afkari Deliserdang in learning to read initially. There are two factors in the emergence of obstacles, namely internal factors (from within the student) including students who are lazy to study, students have poor memory, there is no motivation to learn from within students, students get bored easily, students have physical and psychological limitations. Meanwhile, external factors (from outside the student) include environmental factors such as family, which requires an active role from parents in children's development outside the school environment. The active role of parents at home is very supportive for smooth running in order to obtain maximum results to support initial reading learning for Class I students.

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