

## **ANALYSIS OF STUDENTS' READING DIFFICULTIES OF SDN BANGSA NEGARA EAST OKU IN THEMATIC LEARNING**

Sri Enggar Kencana Dewi <sup>1\*</sup>, Sukron Hidayat <sup>2</sup>, Ratih Purnama Pertiwi<sup>3</sup>, Nur Hasanah<sup>4</sup>

<sup>1,3,4</sup> Universitas Nurul Huda Sukaraja, Indonesia

<sup>2</sup>STIT Misbahul Ulum Gumawang, Indonesia

\*Email: [enggar@unha.ac.id](mailto:enggar@unha.ac.id)

Website:

<https://jurnal.uinantasari.ac.id/index.php/adzka>

Received: 20 April 2021; Accepted: 29 December 2021; Published: 31 December 2021

DOI: [10.18952/aladzkapgmi.v11i2.4626](https://doi.org/10.18952/aladzkapgmi.v11i2.4626)

### **ABSTRACT**

This study aims to describe the difficulty of learning to read on the learning outcomes of students at SDN Bangsa Negara East OKU regarding the Health Is Important Theme in the Sub-theme of My Healthy Blood Circulation. This study uses a qualitative approach. The subjects of this study were the fifth-grade teachers and students at the SDN Bangsa Negara East OKU. Data was obtained by observation, interviews, field notes, and documentation. Data analysis techniques include data reduction, data display, and verification. The validity of the data was obtained through technical triangulation. The results of this study indicate that there are still many students who have reading difficulties. The problem of reading difficulties in SDN Bangsa Negara is also related to the lack of supporting facilities for learning, the inaccessibility of learning, material problems, motivation problems, concentration problems, learning problems when the children are not ready for the learning process or refuse to learn, so the teacher's efforts in this regard are by providing additional hours and use of varied and interesting media, paying attention to student development, motivating students who have reading difficulty in class to learn, always training and trying to learn to read for students who are still lacking fluency.

**Key Words:** reading difficulties; thematic learning

### **INTRODUCTION**

Education is very influential on changes in behavior and knowledge for the better. Education and teachers are two things that cannot be separated from each other. In the life of society, teachers become a profession that is considered to have an important role in educating their children to become individuals who have good knowledge and behavior. This important role is a manifestation of the implementation of learning activities, namely in the form of delivering knowledge to students, so that students gain new understanding and learning about themselves. As stated in Djamarah's book, a teacher is a person who imparts knowledge to his students. (Djamarah, 2010).

Reading is a receptive ability because by reading someone will gain new information, knowledge, and experience so as to increase thinking power, sharpen views and broaden horizons.(Enggar et al., 2019) Aspects of reading, writing, arithmetic are the most important aspects in learning at elementary school because these aspects have a major influence on increasing knowledge in students.(Tiwi Mardika, 2017) Based on these three aspects, most of the learning difficulties at the elementary school level are in the language aspect. This is a big problem because reading is an important factor in the learning process and evaluation process and is the aspect that is most often prioritized in classroom learning. This is of course contrary to the demands of the 2013 curriculum that grade 5 elementary schools must be able to read texts aloud 100-150 words with proper intonation and pronunciation.(Panjaitan et al., 2018)

According to Tampubolon, reading skills at the elementary school level must also be based on vocalization activities of language symbols from reading.(Mar'ah, 2016;Budi Rahman, 2014). According to the Ministry of National Education in Fitriah, education in Indonesia has been regulated through an integrated curriculum starting from the planning process to the evaluation process. Based on Law Number 20 of 2003 concerning the National Education System, the curriculum is a plan and rules regarding the objectives, content, and learning materials, as well as methods in the implementation of learning activities in order to achieve the educational goals that have been set. The curriculum currently used in Indonesia is the 2013 Curriculum which focuses on four aspects, namely Graduate Competency Standards (SKL), Content Standards (SI), Process Standards, and Assessment Standards. (Fitriah, 2020). As a form of curriculum development, 2013 learning in elementary schools is applied through thematic learning. According to Trianto, thematic learning is designed and composed of several subjects such as Sciences, Social Studies, Islamic Education, Indonesian, Civic Education which are adjusted and reviewed based on certain themes so as to provide a meaningful learning experience for students. (Wahyuni et al., 2016;Mutia, 2018;Sutrisno, 2015). Thematic learning is expected to have a strong influence on students in finding, receiving, storing, and applying various concepts independently, actively, and directly thoroughly (holistically), meaningfully, and authentically. (Kadir & Asroka, 2014).

In addition, Trianto in Prabowo explains that thematic learning is contextual and integrated learning at the elementary school level and early childhood level based on certain themes related to activities found in everyday life. In this regard, thematic learning is structured based on a combination of several subjects (Prastowo, 2019;Amanaturrahmah & Rc, 2017). Thematic learning has the characteristics of being student-centered by providing direct experience, a separation between subjects that are not too clear, presenting concepts from various subjects, being flexible and fun, the principle of learning while playing, and the results of learning activities tailored to the interests and needs of students. (Syaifuddin, 2017;Dewi & Effendi, 2018).

As for some of the results of previous studies related to reading difficulties in students, namely reading difficulties, it is necessary to do so that teachers can identify the difficulties experienced by students so that they can provide appropriate follow-up. The difficulties experienced by students at different levels will certainly experience different reading difficulties according to their level. (Pratiwi & Ariawan, 2017) As for some of the results of previous studies related to reading difficulties in students, namely reading difficulties, it is necessary to do so that teachers can identify the difficulties experienced by students so that they can provide appropriate follow-up. The difficulties experienced by students at different levels will certainly experience different reading difficulties according to their level. (Udhiyanasari, 2019) The teacher seeks for students who have difficulty in fast reading, the main thing is to motivate the child and remind students to often practice reading both at school and home. (Januarti et al., 2016)

Learning Indonesian in thematic learning, especially the reading aspect, is still a problem at the elementary school level. Based on the results of interviews and observations conducted from October 4 to 17, 2021, conducted by researchers at SDN Bangsa Negara East OKU, it is known that many students have reading difficulty. The difficulty in reading is in the form of a lack of understanding of the rules of reading correctly such as intonation, pronunciation, and pauses. In addition to this, another important aspect that is lacking in understanding the contents of the reading and often stuttering. Based on the description that has been presented, researchers are interested in examining these problems with the aim of knowing the reading difficulties of students at SDN Bangsa Negara East OKU.

## **RESEARCH METHODS**

This research is descriptive qualitative research, which aims to describe the situation (phenomenon) to get the latest information (in the current state). The research approach used is a qualitative approach, namely through explaining, describing, and outlining the main issues to be discussed in the research so that conclusions can be drawn deductively. Descriptive qualitative research aims to describe systematically, factually, and accurately from an object of research that is not clear or not yet meaningful. The descriptive qualitative approach in this study aims to determine the reading difficulties of students at SDN Bangsa Negara East OKU.

The data collection technique in this research is observation. Observation is one of the research methods that is carried out systematically and through direct observation of the object being studied. (Hasan, 2015) Observation in this study aims to directly observe students who have reading difficulty. The research instruments in this study were interviews and documentation. Interviews were conducted to collect information from the principal and several teachers regarding the reading difficulties of students at SDN Bangsa Negara East OKU. Documentation was conducted to collect data on reading difficulties from students at SDN Bangsa Negara East OKU. Data analysis in this study used Miles and Huberman, and was carried out in three stages, namely reduction, presentation, and drawing conclusions from the data that had been obtained.

## **RESEARCH RESULTS AND DISCUSSION**

Based on the results of interviews conducted by researchers with the Principal of SDN Bangsa Negara East OKU, that learning activities begin at 07.00 WIB. The first and second hours are the starting hours of learning activities. Learning activities began with praying together and continued with an explanation of the material by the teacher. The third hour is break time. The fourth hour to the eighth hour continued learning for students in their respective classes. Learning activities at SDN Bangsa Negara East OKU are shown in Figure 1. For Class V, SDN Bangsa Negara with a total of 40 students are still joined in one classroom. Of the 40 students, there were several students who had difficulty reading, which were not yet fluent or still stammered.



**Figure 1.** Learning activities in Class V SDN Bangsa Negara East OKU

The curriculum applied at SDN Bangsa Negara East OKU is the 2013 Curriculum. Elementary school level learning in the 2013 Curriculum is known as thematic learning. In the process of implementing the thematic learning activities, several teachers admitted to having difficulties. The difficulty in question is related to the content of thematic books consisting of several subjects, namely mathematics, sciences, Indonesian, physical education, history, civic education which are combined into one. Based on this, besides the teacher, students also experience difficulties in thematic learning due to difficulties in understanding the learning material. The difficulties in these students are also because there are still many students who

are not fluent in reading so that the thematic learning process cannot be achieved optimally both in terms of learning objectives and assessment indicators.

Based on the description above, it is known that the reading difficulties of students at SDN Bangsa Negara East OKU are caused by several factors, namely student intelligence factors, curriculum factors have high standards of achievement and are not in accordance with students' abilities, socio-economic factors, and the lack of cooperation between students, parents of students with the school. In this case, the efforts made by teachers at SDN Bangsa Negara East OKU are to provide additional learning hours and use varied and interesting media, pay attention to the development of each student, provide motivation to learn to read to students and be active in providing reading exercises to students who are not fluent in reading.

Students' difficulty in reading is influenced by internal factors and external factors. Internal factors are related to the psychological and physiological aspects of students. External factors are related to the social environment of students, especially the family environment. In this case, the family environment should take an active role in assisting, directing, and providing encouragement and motivation as well as advice to their children to jointly carry out reading activities at home, so that through this, reading difficulties in students can be reduced, and can foster reciprocal relationships between parents and child. (Tiwi Mardika, 2017) This is in line with the results of research from (Aprilia, et al., 2021) that the inhibiting factors for reading difficulties are low intelligence, not optimal body health, student interest in early reading is still low, student motivation in early reading also low, parents pay less attention to students' reading activities and many activities that make reading learning activities neglected. In addition, the results of this study are also in line with research conducted by (Pratiwi, 2020), which obtained data that the factors that caused low reading competence came from psychological and environmental factors, as well as more playing activities.

## **CONCLUSION**

Based on the results of the research and discussion, it can be concluded that the reading difficulties of students at SDN Bangsa Negara East OKU are caused by several factors, namely student intelligence factors, curriculum factors have high standards of achievement and are not in accordance with students' abilities, socio-economic factors, and lack of factors collaboration between parents and the school.

In this case, the efforts made by teachers at SDN Bangsa Negara East OKU are to provide additional learning hours and use varied and interesting media, pay attention to the development of each student, provide motivation to learn to read to students, and be active in providing reading exercises to students who are not fluent in reading.

Things that need to be suggested by researchers regarding reading difficulties at the elementary school level are that in classroom learning activities, teachers use learning strategies that can improve students' reading skills. Improving cooperation between parents and teachers or the school can be realized through the activeness of parents to always provide motivation and practice reading with students at home. Fostering enthusiasm to diligently practice reading is expected to have a major impact on students so that they can be fluent in reading.

## REFERENCES

- Aprilia, U. I., Fathurohman, & Purbasari. (2021). Analisis Kesulitan Membaca Permulaan Kelas I. *Jurnal Penelitian dan Pengembangan Pendidikan* Volume 5 Nomor 2 hal. 227-233. Diakses 26 Oktober 2020
- Fitriah. (2020). *Analisis Kemampuan Mahasiswa PGMI*. 10(2), 75–87.
- Prastowo, A. (2019). *Analisi Pembelajaran Tematik Terpadu*. Jakarta: Prenada Media.
- Pratiwi, C. P. (2020). Analisis Keterampilan Membaca Permulaan Siswa Sekolah Dasar: Studi Kasus Pada Siswa Kelas 2 Sekolah Dasar. *JPE (Jurnal Pendidikan Edutama)* Vol. 7 No. 1 Januari 2020.
- Amanaturrakhmah, I., & Rc, A. R. (2017). Manajemen Pembelajaran Tematik di Kelas Tinggi SD Percontohan Kabupaten Indramayu. *Journal of Primary Education*, 6(2), 159–165. <https://doi.org/10.15294/jpe.v6i2.17570>
- Budi Rahman, H. (2014). *Peningkatan keterampilan membaca permulaan melalui media flashcard pada siswa kelas i sdn bajayau tengah 2 improving early reading skill through flashcard media in 1. 2*, 127–137.
- Dewi, S. E. K., & Effendi. (2018). Pembelajaran IPA di Madrasah Ibtidaiyah. *JPGMI*, 4(2), 70–89. [https://scholar.google.co.id/citations?view\\_op=view\\_citation&hl=id&user=vTcmn4cAAA&citation\\_for\\_view=vTcmn4cAAA&u-x6o8ySG0sC](https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=vTcmn4cAAA&citation_for_view=vTcmn4cAAA&u-x6o8ySG0sC)
- Djamarah, S. B. (2010). *Guru dan Anak Didik dalam Interaksi Edukatif*.
- Enggar, S., Dewi, K., & Purnama, R. (2019). *Upaya Meningkatkan Kemampuan Membaca Permulaan Kelas 1 SD / MI dengan Metode Iqro di Madrasah Ibtidaiyah Al Hikmah*. 1(1), 11–15.
- Hasan, A. (2015). Peningkatan Kemampuan Membaca Nyaring Melalui Metode Latihan Pada Siswa Kelas IV SDN Salunggadue. *Jurnal Kreatif Tadulako Online*, 5(6), 11–22. <http://jurnal.untad.ac.id/jurnal/index.php/JKTO/article/view/3878>
- Januarti, N. K., Dibia, I. K., & Widiana, I. W. (2016). Analisis Kesulitan Belajar Dalam Pembelajaran Membaca Cepat Siswa Kelas V Sd Gugus VI Kecamatan Abang. *MIMBAR PGSD Undiksha*, 4(1).
- Kadir, A., & Asroka, H. (2014). *Pembelajaran Tematik*. Grafindo Persada.
- Mar'ah, N. A. (2016). Meningkatkan Kemampuan Membaca Nyaring Pada Mata Pelajaran Bahasa Indonesia Melalui Penerapan Cooperative Learning di Kelas II SDN Inpres Sidoharjo Kecamatan Moilong Kabupaten Banggai. *Jurnal Kreatif Tadulako Online*, 4(12), 199–213.
- Mutia, N. (2018). *Analisis kemampuan mahasiswa*. 10(2), 75–87. <https://doi.org/10.18952/aladzkapgmi.v10i2.3734>
- Panjaitan, C. J., Hasanah, U., & Langsa, I. (2018). *Meminimalisir Kesulitan Membaca Dengan Metode Reading Aloud Pada Siswa MIN 1 Langsa*. 9986(September).
- Pratiwi, I. M., & Ariawan, V. A. N. (2017). Analisis Kesulitan Siswa Dalam Membaca Permulaan Di Kelas Satu Sekolah Dasar. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 26(1), 69–76. <https://doi.org/10.17977/um009v26i12017p069>
- Sutrisno. (2015). Penilaian pembelajaran tematik pada kurikulum 2013 di sekolah dasar. *Jurnal Sekolah Dasar*, 1(1), 12–17. <http://journal2.um.ac.id/index.php/sd/article/view/1356>
- Syaifuddin, M. (2017). Implementasi Pembelajaran Tematik di Kelas 2 SD Negeri Demangan Yogyakarta. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 2(2), 139. <https://doi.org/10.24042/tadris.v2i2.2142>
- Tiwi Mardika. (2017). *Analisis Faktor-Faktor Kesulitan Membaca*. 10(1), 28–33.
- Udhiyanasari, K. Y. (2019). Upaya Penanganan Kesulitan Membaca Permulaan Pada Anak Berkesulitan Membaca Kelas II di SDN Manahan Surakarta. *Plpb Ikip Pgri Jember*, Al-Adzka: Vol. 11, No. 2, December 2021

3(1), 39–50.

Wahyuni, H. T., Setyosari, P., & Kuswandi, D. (2016). Implementasi Pembelajaran Tematik Kelas 1 Sd. *Edcomtech*, 1(2), 129–136.  
<http://journal2.um.ac.id/index.php/edcomtech/article/download/1799/1039>

