

Analysis of Reading Ability in Class II Elementary School Students

Annisa Zahwa Aulia
University of PGRI Silampari
Email : zahwaans10@gmail.com

Abstract

The aim of this research was to determine the reading ability of class II students at SD Negeri 25 Lubuklinggau. The methods used in this research are descriptive research methods and qualitative research methods. The data sources for this research are class II students and teachers at SD Negeri 25 Lubuklinggau. The data collection techniques used are observations and questionnaires. This research data analysis includes stages consisting of data reduction, data presentation and drawing conclusions. Of the 18 class II students at SD Negeri 25 Lubuklinggau, 4 students, namely PT, RP, FAG and ME, experienced problems in the realm of reading. The problems experienced are: recognizing letters and distinguishing letters of the alphabet, spelling words, being lazy about reading texts to find answers and also lack of interest in reading both at school and at home.

Keyword : Reading ability, elementary school

INTRODUCTION

Elementary schools are essentially social institutions that have a special mission from society to provide basic education systematically. Therefore, what is meant by "primary school" is a unitary social institution that has received a special order from the city government to provide the first part of basic education for six years, and continue the second part of basic education for three years at a junior high school of equivalent education. (Waini Rasyidi, 2000)

Elementary school is the first part of basic education and is the basis for developing students' potential, especially language skills. Language is a tool for acquiring knowledge, part of culture, and a means of communication. Listening, speaking, reading and writing are very important aspects of language skills that students must master. Tarigan in Kuntarto (2013) states that these four language skills are very closely related and are usually called personal chess. Of the four language skills, reading comprehension is an important basic skill that students must acquire. In 2018, Indonesia was ranked 72nd out of 78 countries in the world in reading comprehension. Based on the results of Indonesia's PISA (Program for International Student Assessment), students' reading comprehension is still low.

The average reading score was 371 out of an internationally determined average of 500 points. Compared to 2015, Indonesia's performance has improved significantly, with Indonesian students ranking 69th out of 76 countries in reading comprehension. Based on World Bank Data No. 16369-IND and IEA (International Association for the Assessment of Educational Achievement) research, Indonesia is ranked last in the East Asia region with a score of 51.7, behind the Philippines with a score of 52.6. In Reading Capacity (KBB Online, 2016), "ability" comes from the word "able", which means "strength", "able to do something", "able to do something". Capability can be interpreted based on the basic word able, namely the condition or condition of being able to do or being able to do something. Reading is an activity in the form of reading or spelling written material.

This is in line with what is stated in the KBB (Big Indonesian Dictionary) which states that reading means spelling and pronouncing what is written (Deepublish, 2019). According to Tampubolon in (Jahrir, 2020) reading is one of the four basic language skills, and is one component of written communication. Reading is a process of developing skills, starting from the skill of understanding the words, sentences and paragraphs contained in the reading to critically and evaluatively understanding the entire content of the reading.

Furthermore (Mustikowati 2016:39) states that the focus in early elementary school reading activities is on early stage reading skills, namely the ability to interpret letter symbols. So, it can be concluded that reading ability is a person's ability to pronounce, spell, recite and understand critically and evaluatively the entire content of the reading. Based on the results of observations and questionnaires, researchers found that of the 18 students in class II.B of SD Negeri 25 Lubuklinggau, some students were able to read and were classified as good.

However, there are still some students who experience difficulty in reading. Four of the 18 students were found unable to read fluently. Even though they have been taught to read since first grade, some students are still far from expectations because they still spell while reading. Apart from that, some students find it difficult to read simple or short texts, and tend to hesitate because they feel embarrassed or anxious about reading in front of their friends. In addition, some students are not very interested in reading at school or at home, and some students find it difficult to read texts to find answers to questions. This usually occurs because many factors influence a child's early reading ability, including physiological factors, including physical health, intellectual factors, environmental factors, and psychological factors. Therefore, it is important to carry out this research to find out how to create appropriate reading comprehension learning activities in order to determine the initial reading comprehension skills of class II students at SD Negeri 25 Lubuklinggau School. This also shows the importance of reading comprehension in the early grades as the main provision. Helps students prepare for higher level, or advanced reading, and explains what factors influence basic reading skills, especially for Grade II students.

METHOD

Furthermore (Mustikowati 2016:39) it is said that the focus of reading activities in the early elementary grades is on initial reading comprehension skills, the ability to interpret written symbols. We can conclude that reading comprehension is the ability to pronounce, spell, memorize, understand critically and evaluatively the entire content of the reading. Based on the results of observations and questionnaires, researchers found that some of the 18 class II.B students at SD Negeri 25 Lubuklinggau were literate and classified as high achievers.

However, there are still some students who experience difficulty in reading. Four of the 18 students were found unable to read fluently. Even though they have been taught to read since first grade, some students are still far from expectations because they still make spelling errors when reading books. In addition, some students find it difficult to read simple or short passages, and they procrastinate because they are embarrassed or afraid to read in front of their friends. There are also students who are less interested in reading at school or at home, or are not good at finding answers to questions by reading text. This usually occurs because many factors influence a child's early reading ability, including physiological factors, including physical health, intellectual factors, environmental factors, and psychological factors. Therefore, it is important to carry out this research to find out how to create appropriate reading comprehension learning activities to determine the initial reading comprehension of class II students at SD Negeri 25 Lubuklinggau School. This also shows the importance of reading comprehension as the main content in the early grades. Helps students prepare for higher-level or advanced reading skills, and explains factors that influence basic reading skills, especially for second graders.

RESULTS AND DISCUSSION

1. Observation Results

After the researcher made observations on 4 students who lacked reading ability and the results of a questionnaire regarding the reading ability and interest of class II students at SD Negeri 25 Lubuklinggau. Based on the results of a questionnaire with 14 students, data was obtained that some students were already fluent in reading and there were 4 students, namely PT, RP, FAG and ME who were still facing difficulties in the domain of reading such as recognizing letters and distinguishing letters of the alphabet, spelling words, being lazy about reading text. to look for answers and also lack interest in reading both at school and at home.

2. Questionnaire/questionnaire results

Data on reading interest for class II.B students was obtained from a questionnaire/questionnaire consisting of 4 indicators of reading interest as follows (1) feelings of joy, (2) student interest (3) student attention (4) student involvement. The respondents to this questionnaire were 18 students in class II.B of SD Negeri 25 Lubuklinggau City. Based on the results of research conducted by researchers at SD Negeri 25 Lubuklinggau.

In this research, researchers used a questionnaire to find out about students' reading interest. This questionnaire is filled in by students themselves without influence from other people. Researchers give scores to the statements in the questionnaire. The scoring for each answer is:

Aspect	Indicator	Number	Amount
Feelings in reading	Happiness	1, 3, 4	3
	Feeling bored		
	Enthusiastic		
Attention in reading	Shows no point in reading	5, 6, 10	3
	Demonstrate the use of reading		

Participation in reading	Demonstrate taking time to read	2, 7, 9	4
	Reading in the library	8	
Amount			10

CONCLUSION

From the analysis of reading ability in class II elementary school students, it can be concluded that of the 18 class II students at SD Negeri 25 Lubuklinggau, 4 students, namely PT, RP, FAG and ME, experienced problems in the realm of reading. Problems faced include recognizing and distinguishing letters of the alphabet, spelling words, being lazy about reading texts to find answers, and a lack of interest in reading both at school and at home. Strategies that teachers can use to help students who have difficulty reading include using materials, interesting learning media, and strategies such as asking students to write letters or the alphabet or asking students to write letters a, b, and c, including paying more attention. and increase learning motivation. etc., then dictate the words and use the medium.

BIBLIOGRAPHY

- Deepublish, P. (2019, December 16). Deepublish Book Publishers. Retrieved 11 2021, from <https://penerbitbukudeepublish.com/pengertian-membaca/>
- Jahrir, A. (2020). Reading. Surabaya: Qiara Media.
- KBBI Online. (2016). KBBI Online. Retrieved 11 Friday, 2021, from <https://kbbi.kemdikbud.go.id/>
- Rasyidi, Waini. (2000). The Existence of Educational Science. (Paper). Bandung: Not Published.
- Mustikowati, D., Wijayanti, E., & Darmanto, J. (2016). Increasing Elementary School Students' Enthusiasm for Reading and Writing with Welcome Word Games. Brilliant: Research and Conceptual Journal, 1(1), 39. <https://doi.org/10.28926/Briliant.V1i1.5>
- Kuntarto, E. (Ed). (2013). Calistung Learning to Read, Write and Count. Jambi: Eoneproduction