# Analysis of Beginning Reading Difficulties of Dyslexic Students

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| Informasi Artikel | Abstract |
|---|---|
| | *Reading skills are not something that can develop naturally like language development. However, in the development of reading which starts from the beginning of the development of this skill, it is necessary to carry out a systematic planning process, unlike language development. The systematic development in question is a planned development like a lesson. The purpose of this study was to analyze the factors that cause dyslexia students' early reading difficulties and efforts to overcome them. This research method uses a qualitative researchmethod with a case study approach. Difficulty reading at the beginning of dyslexic students isthe factor of students who have limitations and experience slow learning which can be called dyslexia, namely a person's ability to recognize letters with evidence from the results of psychological tests. reading difficulties caused by a person's ability to recognize letters.* |

***Abstrak***

Keterampilan membaca bukanlah suatu hal yang dapat berkembang secara alamiah layaknyanya perkembangan bahasa. Namun demikian dalam perkembangan membaca yang dimulai dari membaca permulaan perkembangan keterampilan ini perlu dilakukan sebuah proses perencanaan yang sistematis tidak seperti perkembangan bahasa. Perkembangan sistemasis yang dimaksud adalah perkembangan yang direncanakan layaknya sebuah pembelajaran. Tujuan penelitian ini untuk Menganalisis faktor penyebab kesulitan membaca permulaan siswa Disleksia dan upaya mengatasinya. Metode yang digunakan metode penelitian pendekatan studi kasus. Kesulitan membaca permulaan siswa disleksia adalah dari faktor siswa yang mengalami keterbatasan dan mengalami lambat belajar yang bisa disebut disleksia yaitu gangguan kemampuan seseorang mengenal huruf dengan pembuktian dari hasil tes psikolog. Kesulitan membaca yang disebabkan olehgangguan kemampuan seseorag dalam mengenl huruf.

**Kata Kunci** : Kesulitan membaca, Membaca permulaan, Disleksia

## INTRODUCTION

Language and communication have a very related relationship, both are aspects of development that have an important role in the lives of students who do not have language and communication skills, it will be difficult to interact with each other, while communication is a tool for students to interact with other people in the environment where students interact. The environment in question is school because most of the students' time is spent interacting at school.

The process of learning to read difficulties experienced by students is common and normal, but this problem should not be taken lightly. Problems that occur in the learning process should be taken into action as soon as possible, it is hoped that students will be empowered to immediately complete their studies at school Nurani et al, (2021). Learning in elementary schools seems to fail to overcome children's learning barriers, especially those related to students with reading difficulties, who often receive little attention from teachers. Reading is an activity that not only includes writing, but also seeing, thinking psycholinguistics, and metacognition for students' reading difficulties Rafika et al, 2020). As according to Aprillia et al (2021) with research on initial reading difficulties, difficulty distinguishing letters that have almost the same shape, difficulty reading combinations of consonant letters, and difficulty reading one consonant letter and one vowel letter. Inhibiting factors for difficulty in beginning reading are low intelligence, body health that is not optimal, students' interest in beginning reading is still low, students' motivation in beginning reading is also low, parents pay less attention to students'

reading learning activities, and activities in the student community are too much activity. so that students' learning to read becomes neglected.

Difficulty learning to read experienced by students is a common and common thing that often occurs in elementary school students. Problems that occur in the learning process should be taken into action as soon as possible, it is hoped that students will be empowered to immediately complete their studies at school in Nurani et al, (2021). Elementary schools seem to have failed to address children's learning barriers, especially those related to students with reading difficulties, who receive less attention from teachers. Reading is an activity that not only includes writing, but also seeing, thinking, psycholinguistics, and metacognition. Students' reading difficulties Rafika et al, (2020). Difficulty starting to read and various kinds of challenges faced by students. Starting from the student's inability to recognize and separate letters whose shape is almost the same as the letters b and d, p and q, f and v, and m and w, students have difficulty putting words together and are still guessing when pronouncing them. Difficulties in learning to read at first certainly differ from one child to another (Rahma & Dafit 2021). Children who have difficulty in reading tend to have low learning outcomes in other subjects (Fauzi, 2018). According to Marlina (2019), language difficulties are specific language difficulties that are characterized by difficulties in developing word skills, word recognition, and word fluency, usually associated with an inability to process phonology and the ability to give names quickly.

Efforts made by teachers to deal with students who have difficulty reading, according to Huduni (2022), the method that must be used by teachers in the learning process for students who have difficulty reading is to make letters as singing material and display letters that are similar in shape, then students are asked to guess the letters. and say the names of animals or fruit that start with the letters shown. According to Udhiyanasari (2019), efforts to deal with reading difficulties include, Using interesting and effective learning media, increasing the self-confidence and motivation of students who have difficulty reading, Never blaming children for the conditions they experience, and Providing special remedial reading programs.

Dyslexia is not a disease, there are no medical drugs that can cure this disorder. Dyslexia treatment focuses on how to help children overcome their difficulties in reading and writing with certain methods. There are many signs that a student has dyslexia. Signs of dyslexia are easier to see when students enter school and start learning to read. However, several things can be symptoms of dyslexia in children before they enter school, including saying words that are not arranged correctly, for example, "Mama, Dede wants to eat." What should be, "Mama, Dede wants to eat", has problems concentrating, has difficulty receiving consecutive orders, has difficulty understanding what people are saying, experiences delays in speaking, adds new words very slowly, and cannot ask long and wide questions, likes to be read to but is not interested in letters or words, finds it difficult to dress, can walk quickly but does not crawl, wears shoes backward. If dyslexia is not detected and left untreated, a child with dyslexia will face more serious problems. For this reason, it is highly recommended that parents who feel that their child is showing signs like these, immediately take their child for consultation with a psychologist or health professional who is competent in this field. The earlier dyslexia is detected, the easier the intervention can be. In turn, children with dyslexia who are treated quickly do not end up in more severe conditions. Based on this case, this research was carried out to analyze initial reading difficulties, with the title "Analysis of Initial Reading Difficulties of Class III Dyslexic Students at SDN Batutulis 2 Bogor City"

Reading difficulties experienced by students can be seen from the characteristics of students, namely the inability to read diphthongs, the inability to name certain consonants, and the inability to spell. This is caused by several factors that influence students experiencing reading difficulties, namely physiological factors, intellectual factors, environmental factors, and psychological factors. Students who experience difficulty in learning the components of words and slow language development almost always have problems in writing and spelling, educational factors, psychological factors, and biological factors experienced by dyslexic students and the characteristics of dyslexic students who have difficulty reading and spelling, recognizing and separating letters whose shape is almost the same as the letters b

and d, p and q, f and v, and m and w, students have difficulty putting words together and are still guessing when pronouncing them. often confuse the letters kh, ng, ny, sy and have difficulty remembering the alphabet, are slow to write, etc. This problem can be overcome with the efforts of teachers and student's parents so that students can learn to read. Teachers must pay special attention to dyslexic students. Teachers can work together with parents to pay attention to students' development at school and home.

## METHOD

Data collection was carried out by observation, interviews, and questionnaires. Triangulation is a data collection technique that combines various data collection techniques. Researchers can use different data collection techniques to obtain the same information. This procedure focuses on the process of the activities of the implementation being studied. The subjects in this research were taken purposively, to determine subjects based on certain considerations according to the researcher's needs. This is following the statement of Dana P. Turner (2020) who stated that purposive sampling can be used when the aim is to target individuals with certain characteristics of interest. The data obtained from this research comes from interviews, field notes, photos, videos, and other documents from the object under study.

## RESULTS AND DISCUSSION

Researchers conducted this research starting from 11 October to 22 October 2023. The data source came from interviews conducted with sources who knew about the problems being studied by researchers at SDN Batu Tulis 2 Bogor. Data was obtained from the results carried out by researchers through interviews and documentation of student data. Interviews that have been carried out include teachers, parents and students with the indicators in the research aspect signs to be studied are in table 1, the following signs/aspects/research indicators:

| Research Focus | Aspects Researched | Indicators |
|---|---|---|
| Dyslexic students' early reading difficulties | 1. Dyslexic students' reading difficulties | a. Has no interest in reading<br>b. Misunderstanding |
| | 2. Factors causing reading difficulties | a. Motivation for students<br>b. Emotional control |
| | 3. Efforts to overcome dyslexic students | a. How to teach dyslexic students<br>b. Facilities and infrastructure |

The results of the research findings on the specified indicators are examined in table 2, as follows:

| No | The indicators studied | Foreman | | |
|---|---|---|---|---|
| | | Students | Teachers | Parents |
| 1 | Has no interest in reading | Students have difficulty reading, they still don't know many letters | Students have limitations that make it difficult for students to learn to read or recognize the letters of the alphabet. | Students are slow in learning so they still can't even read. |
| 2 | Misunderstanding | In understanding learning, students also experience learning disorders | Difficulty understanding learning, including learning to read or recognize letters. | Misunderstanding in recognizing letters which are often reversed and guessed. |
| 3 | Motivation for students | Providing encouragement to students and special treatment for students | Teachers treat students specially. | Provide guidance when studying. |

| 4 | Emotional control | Students tend to be quiet in class, less social with their friends, and study according to their mood. | Students in class are quiet and like to daydream. | Students learn according to their mood |
| 5 | How to teach students | How to teach students by treating them specially. | Given special treatment from teachers and schools. | Students prefer to study with media such as pictures at home. |

So from the results of these findings, students have difficulty memorizing these vowel letters, they must be guided so they can pronounce these letters, they have difficulty recognizing or reading consonant letters, difficulty reading vowel letters (a, i, u, e, o) because they are still confused. and likes to pronounce the letters backward, and the student is slow in learning. Motivation from teachers guiding students who have difficulty reading provides students with learning. The motivation of the teacher to guide students who have difficulty reading gives students enthusiasm for learning as the student says the teacher is good at guiding him.

Interviews have been conducted with students, class teachers, and parents so that they can find out students' initial reading difficulties when studying. Obtained from interviews and documentation data regarding initial reading difficulties. The focus of the research presented is the results of interviews, observations, and documents on empirical factors that cause reading difficulties at the beginning of dyslexic students at SDN Batutulis 2, Bogor City, as follows:

**Dyslexic students' reading difficulties**

Findings from the interview results show that students who have disabilities and are students who are slow learners cause students to have difficulty reading at the beginning. In the research, the subjects were asked to name vowels and consonants, the subjects looked confused and were still guessing when to name the letters, they still said the letters upside down, such as the letter "b" becoming the letter "d" then the letter "m" becoming the letter "n". This is proven by the results of observations and interviews.
*"Students do have difficulty reading letters*
*vowels, there are some letters that aren't there yet now"* (teacher)
*"He doesn't know many letters yet."*(parent)

From the results of interviews with the subject's parents and class teachers, researchers found information that the subject did experience reading difficulties and that reading difficulties could even influence the learning process at school. Students are not yet able to pronounce the digraph letters, when there is memorization in religious lessons, students are tested for memorization in front of the class. Students have difficulty reading the letter sy, which in the reading reads "ashhaduallaa". From the results of the interview with the subject's class teacher, the subject is indeed one of the students with special needs, in terms of learning the student does have an IQ below average, but the subject is more prominent and easier to grasp in arts such as dance or non-academic school activities. This can be proven from the data provided by the parents in the form of the results of the subject's psychologist test.

**Factors causing reading difficulties**

Of the factors that cause students to have special needs backgrounds, students have IQs that are below average, which makes students slow to learn. This is proven by the results of interviews.

*"Just from his current age, his IQ is the IQ of a kindergarten child. From his growth, he looks healthy, but he just likes to daydream like that in class"* (teacher)
*"In terms of health, he likes to relax too, just study according to his mood"* (parent)

Students have difficulty reading because the student is a slow learner, from the results of the psychologist's test the subject has a low IQ, therefore the subject has difficulty understanding and completing academic tasks at school because his ability is 3 levels below the average child. At his age, language skills have not yet developed optimally, and he is experiencing delays with a limited vocabulary of words and unclear word articulation. This is proven by the documentation data from the subject psychologist.

**Efforts to overcome dyslexic students**

Efforts to overcome dyslexic students from teachers who always guide students in the learning process in class, for students who have learning limitations, teachers treat these students specifically, based on the results of interviews and observations.

*"For this QR, I gave the students worksheets which in the students' worksheets were writing with dotted letters" (teacher)*
*This is proven by the documentation of the media used by students in learning.*
*"At home, he usually uses pictures like that, his child likes activities rather than studying" (parent).*

From the teacher's efforts that have been made on the subject, the subject can do something in class by working on the worksheet that has been given by the teacher, some teachers do not provide media for students who have disabilities so the students just stay silent in class. According to Udhiyanasari (2019), efforts to deal with reading difficulties are, Using interesting and effective learning media, and increasing the self-confidence and motivation of students who have difficulty reading. Researchers produced by Yani T. W. and Gani R. A., (2022) using credibility, transferability, dependability, and confirmability tests to obtain research results showing that online learning difficulties in dyscalculic students at SDN Sawangan 01 show that the factors causing online learning difficulties in participants Dyscalculia students, namely, internal and external factors, originate from within students who lack interest in learning, especially in mathematics, students' inability to do mathematics problems in arithmetic operations, multiplication, division, subtraction, and addition, difficulty recognizing symbols in learning mathematics, lack of self-confidence, lack of support and motivation from family members, an environment that makes him like playing and teachers who give different questions to the examples. Efforts made by teachers when experiencing online learning difficulties include holding home visits so that subjects understand what they have learned and providing motivation to arouse subjects experiencing online learning difficulties.

Obtaining information about how students experience initial reading difficulties, based on this researcher's findings regarding the initial reading difficulties of dyslexic students. This research was carried out on class III students at SDN Batu Tulis 2 Bogor. The students studied were students who had limitations in learning, namely being slow in learning which caused difficulties in reading and other learning, this is by Muammar's statement (2020) learning difficulties are the inability of students who have below average or below average intelligence flat.

Students also cannot spell letters and cannot pronounce letters clearly or often stutter. Beginning reading is done through introducing written language, recognizing letters, and simple spelling. In this activity, students carry out the activity of voicing language sound symbols (Mabunga et al, 2019). This student, who is in class III of elementary school, is still having difficulty reading because the student has a background as a student with special needs, namely a slow learner whose IQ is below average. According to Lisnawati (2018), slow learner children need quite a long time to read. Having difficulty reading and requiring a long time means they have difficulty understanding and drawing conclusions from the reading they are studying. Cindrakasih wrote "Analysis of Third Grade Elementary School Children's Difficulties in Beginning Reading" in 2021, the results of this research. Reading difficulties are a situation when children are unable to identify words so students have low reading ability based on the predetermined average reading ability which is characterized by certain conditions where there are

obstacles- obstacles that require more active effort to overcome. Reading needs to be done so that teachers can identify difficulties experienced by students so that they can provide appropriate follow-up. Based on the observation results, it can be seen that the reading difficulties experienced by child A are very diverse, namely: (1) Not being able to differentiate letters and pronounce letters clearly; (2) Difficulty recognizing letters or spelling them; (3) always make mistakes in spelling and pronouncing letters. Letters are mixed up, for example, 'b' is exchanged for 'd', 'p' is exchanged for 'q', 'm' is exchanged for 'n'; (4) always make mistakes in pronouncing the letters 'n' and 't'; (5) difficulty spelling and combining first and last syllables; (6) spelling slowly and intermittently and sometimes incorrectly; (7) very slow progress in reading skills.

## CONCLUSION

Based on the discussion in this research, students have difficulty reading because students have limitations that interfere with students' learning. This disorder can be called dyslexia, namely a disruption in the ability to recognize letters. Students are said to have limitations because students at school include students who are slow learners and students who have IQs that are very below average. -flat. This student only knows a few letters but the pronunciation of the letters is often reversed, and the student can't even spell them, students at school are only given texts that contain writing in the form of dots making it easier for students to write, this school strives for students with special needs to be treated Specifically, this school is inclusive.

Students have difficulty memorizing these vowel letters, they must be guided so they can pronounce these letters, they have difficulty recognizing or reading consonant letters, and difficulty reading vowel letters (a, i, u, e, o) because they are still confused. and likes to pronounce the letters backward, and the student is slow in learning. Motivation from teachers guiding students who have difficulty reading provides students with learning.

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