

ANALYSIS OF READING ABILITY FOR CLASS 1 STUDENTS AT BANYUAJUH 2 ELEMENTARY SCHOOL

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ABSTRACT

Reading is a process carried out to practice communication skills. Reading skills are needed early on to get the message a writer wants to convey. The ability to read is very beneficial for everyone, especially children in elementary school education. Reading skills are needed to keep up with the times, because by reading someone will gain new knowledge and experience. This study aims to determine the level of reading ability of grade 1 students at Banyuajuh 2 Elementary School and what factors influence this reading ability. This type of research used descriptive qualitative research, with data collection using interviews and reading tests. This research involved seven grade 1 students at Banyuajuh 2 Elementary School. Based on the results of the research, it can be concluded that the reading skills of grade 1 students at Banyuajuh 2 Elementary School still need to be improved because there are some students who are not fluent or even unable to read. The factors that cause students to experience reading delays are environmental factors outside of school and within school, for example inadequate school facilities, lack of support from parents, and lack of strategies and print and non-print media play an important role in improving children's reading skills.

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A. Introduction

The rapid development of science and technology from electronic media and print media. So that reading skills are needed to keep up with the times, because by reading someone will gain new knowledge and experience. Reading skills are needed by anyone who wants to progress given the rapid progress of science and technology.

According to (H.G.Tarigan in Husniyatul Fitriyah, (2018) Reading is a way for readers to get messages or information conveyed by writers. Meanwhile, according to Erwin Harianto (2020) reading is a thinking process involving the presence of symbols or information, understanding and so on. another. The stages in the development of beginner reading skills are divided into several stages, namely the first stage occurs at the beginning of school entry, the child learns to read translating symbols into sounds and words. The second stage, the child learns to read correctly and can read some words as well as simple sentences. In the third stage, the child is able to obtain information from written and unwritten material. The child will learn from the book he reads. In the fourth stage, the child's reading ability is very fluent in reading.

Reading is a basic ability that a child must have. Therefore, teachers need to create strategies and media for learning to read so that reading activities become activities that are interesting and in demand by children. In learning to read, if you don't use books, reading activities can use other media. While reading using a book is a reading activity that uses the media in the form of the book (Tarmizi, 2008:1). From the description above it can be concluded that strategies and media play an important role in improving children's reading skills.

In essence, reading is done to develop skills, starting from the skill of understanding words, sentences in the reading to understanding the entire content of the reading. The success of learning activities in schools is determined by the way the teacher teaches in class and mastery of students' reading and writing skills, and support from parents because it is from this that students will get information. Thus, teachers and parents have an important role in improving students' reading skills. In this study, the researcher intends to analyze the reading abilities of grade 1 students at Banyuajuh 2 Elementary School informant.

B. Method

This research is a type of qualitative descriptive research. According to Bogdan and Tylor, defining qualitative research is a research that produces data obtained from written or spoken words by sources (Lexy J. Moleong, 2010: 4). This descriptive qualitative method is carried out because the analysis is not in the form of numbers but in the form of descriptive writing that occurs in the community. Determination of the sample using a quota sampling technique, where the research sample is selected based on certain criteria and quotas. This research involved seven grade 1 students at Banyuajuh 2 Elementary School who had been recorded at dapodik, four of whom were male students, and the other three were female. Data collection was carried out through interviews and reading tests. Interviews were conducted by researchers with teachers and students. In the interviews, there were 5 questions that were asked by the researchers to the informants and a reading test was given to students in the form of a textbook with a story that was done in order to obtain complete data. The results of interviews obtained from informants are presented in the form of descriptions and are easy to understand.

C. Result and Discussion

Interviews were conducted with 8 informants who were conducted at Banyuajuh 2 Elementary School which is located on Jln Salak, Prumnas Kamal, Bangkalan Regency, Madura, East Java. On September 12-13 2022, on September 12 the researcher interviewed sources who were grade 1 students and on September 13 2022 the researchers interviewed grade 1 teachers. The results of interviews in research with various questions were as follows:

Student questions

1. Are you able to distinguish letters?

Answer analysis:

When the researcher asked the informant, the data obtained was very different. The first informant, namely Habibi, said that he was able to distinguish between letters, but Habibi's opinion or answer was in line with the opinion of Annizatul Munawarah, Maulidi Nur, and Alfiatun Nisak who claimed to be able to distinguish between letters, in contrast to the informant Hozzaima Mawardi, Haikal Kamil who said he was unable to distinguish between letters. letters they can sometimes and sometimes can not in distinguishing letters. The opinion expressed

by Hozzaima Mawardi, Haikal Kamil sometimes remembers letters, namely forgetting and not teaching them at home.

2. What activities do you do outside of school?

Analysis of Answers:

From the answers of the informants who were conducted outside of school, on average they played with friends, studied and recited the Koran. Only a few children were different, namely they did not recite the Koran and study because the informant lived in a rural area, so they were required to go to recite the Koran during the day.

3. How did you learn to memorize letters?

Analysis of Answers:

Based on the answers from the students, some of them memorized the letters by reading while looking at the letters. Some prefer to memorize letters interspersed with singing. One of the seven students said that apart from learning to memorize letters at school and at home, the teacher reciting the resource persons would also teach memorizing letters.

4. Did your parents teach you to read?

Analysis of Answers:

To this question, different answers were obtained. In general, the answers from the students indicated that not all parents accompanied their children when studying or taught their children at home. This is because most of the students' parents work, and some live with only their guardians (grandmothers and grandfathers).

5. What way of learning do you prefer?

From the answers of the informants, it can be concluded that grade 1 elementary school students prefer to learn by looking at the letters while singing. They are more interested in learning while singing. This was caused by the period of elementary school students in grade 1, namely playing and liking things that were active, expressive and not monotonous.

Reading Test

Apart from the results of the interviews, the researchers also conducted reading tests on the informants using student books on story texts in the students' books and produced data from 3 informants who were fluent in reading, 3 persons who were less fluent and 1 person who was not fluent in reading, with the following table:

Table 1. Student Reading Fluency Data

Name	Reading Smooth		
	smooth	Not that smooth	Not smooth
Alfiatun Nisak	√		
Anniazatul Munawarah	√		
Habibi		√	
Hozzaimah		√	
Haikal kamil			√
Maulidi Nur	√		
Mawardi		√	

Pada tanggal 13 September 2022 peneliti melakukan wawancara dengan guru kelas 1 dengan pertanyaan yang fokus sebagai berikut.

Teacher Interview

1. How many students can and cannot read?

Answer:

There is only 1 student who enters Dapodik who cannot read or is not fluent, but many students who do not enter Dapodik cannot read. According to the source, there were first-grade students who did not enroll in dapodik because the location of the school was in a rural area, which could be said to be remote, which meant that there was a lack of students going to school at the elementary school if they did not start looking for students early.

2. Factors that influence students' reading difficulties?

Answer:

Environmental factors, for example parents who cannot teach or accompany their children to learn to read at home, parents who let their children play without any time limit due to busy parents. Facility factors in schools such as the lack of attention from teachers towards students who are less literate because more students can read. Factors from students like students who don't go to kindergarten but go straight to the elementary school level.

3. Techniques for teaching teachers to read?

Answer:

One technique is to use books with pictures to attract students' attention to reading, teach children to memorize letters of the alphabet. Apart from that, according to the sources, it is also sometimes taught through children's songs such as ABCD.

4. Is the role of parents important in children's reading difficulties?

Answer:

The role of parents is very important because at school they don't only teach one student, so to support lessons at school, parents must pay attention by repeating lessons at school, one of which is reading lessons.

5. What learning media does the school provide to support children's reading?

Answer:

The media used when learning to read is only in the form of posters of alphabet letters affixed to the classroom walls. Therefore, it can be concluded that the factors of delay in reading include the lack of adequate facilities and attention from parents. Factors that influence language development are health, intelligence, socioeconomic status, gender and family relations and access to communication (Rizka in Afandi, 2021: 45-46). This shows that the factors that have a high influence on reading delays are intelligence, socioeconomic status and family relationships.

D. Conclusion

From the description above it can be concluded that the reading ability of grade 1 students at Banyuajuh 2 Elementary School still needs to be improved because there are some students who are still not fluent and can't even read. There are several factors that cause this lack of reading ability, including several factors that cause students to experience reading delays, namely environmental factors outside of school and within school, for example inadequate school facilities, lack of support from parents, and lack of strategies and print and non-print media play an important role in improving children's reading skills. The solution that can be done is to teach students to read repeatedly, the teacher must use the right strategy to attract students' attention such as by teaching reading while singing or playing, considering the opinion of students who prefer learning while singing. In addition, the role of parents is very important in teaching reading at home and not letting students play continuously. Apart from that, the student's willingness to learn itself also influences.

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