Difficulties on Reading and Writing Faced by Fifth Graders: a Case Study

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ABSTRAK

Pemahaman bacaan sangat penting dalam kehidupan sehari-hari dan untuk sukses di sekolah dan pekerjaan. Salah satu harapan pendidik ketika siswa memasuki tahap awal sekolah dasar adalah mereka dapat membaca dan menulis. Penelitian ini merupakan penelitian kualitatif studi kasus. Penelitian ini bertujuan untuk menganalisis faktor-faktor yang berkontribusi terhadap kesulitan literasi siswa dan memberikan solusi yang dapat membantu siswa kelas lima dan sekolah. Penelitian ini menggunakan metodologi studi kasus dengan pendekatan kualitatif. Partisipan penelitian ini adalah siswa kelas V kelas I yang mengalami kesulitan membaca dan menulis. Metode pengumpulan data dalam penelitian ini menggunakan observasi dan wawancara. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi dan pedoman wawancara. Dengan menggunakan triangulasi data, peneliti menggunakan analisis deskriptif untuk menyimpulkan hasil dan validitas data. Hasil ini ditemukan bahwa siswa masih mengalami kesulitan dalam proses membaca dan menulis yang dipengaruhi oleh beberapa faktor: kurangnya motivasi siswa sehingga masalah yang dialami tidak kunjung membaik, kesulitan membedakan huruf dan sering terbalik, membaca masih tersendat-sendat, terus-menerus menebak bacaan, dan masalah mengenali kata-kata yang bermakna. Selain itu, kurangnya perhatian orang tua terhadap pendidikan sekolah mempengaruhi perkembangan dan pembelajaran siswa. Guru menerapkan strategi atau treatment untuk mengatasi permasalahan tersebut.

ABSTRACT

Reading comprehension is crucial in everyday life and for success in school and work. One of the expectations of educators when students enter early stage of elementary school is that they can read and write. This research is a qualitative case study. This study aims to analyses the factors that contribute to students' literacy difficulties and provide solutions that can help fifth-grade students and schools. This research employs case study methodology using a qualitative approach. The participants of this study were fifth graders with I students who had reading and writing difficulties. Methods of data collection in this study use observation and interviews. Instrument used in this study are use observation sheets and interview guidelines. Using data triangulation, researchers used descriptive analysis to conclude the data results and validity. This result found that students still had difficulties in the process of reading and writing influenced by several factors: lack of student motivation so that the problems experienced do not improve, difficulty distinguishing letters and are often reversed, reading is still halting, constantly guessing readings, and problems recognizing meaningful words. In addition, the lack of parental attention to school education affects student development and learning. Teachers apply strategies or treatments to overcome these problems.

1. INTRODUCTION

Interest in reading belongs to an essential key for a nation's progress because of its crucial role in determining technology and science mastery that can only be attained by high interest in reading, not listening or any listening activity (Barus et al., 2021; Suharmono., 2015). Language is an ordinary system of symbols for expressing diverse information and ideas that consist of verbal and visual symbols (Hitchcock & Dann, 1998; Louis. et al., 2016). Four language skills need to be mastered by humans, namely listening, speaking, reading, and writing. According to previous study reading and writing are the basis for students in the learning process (Mardika, 2019). Children who are used to doing these activities will easily follow the lessons given by the teacher and easy to accept their studies. Several factors are revealed on having impacts on reading and writing difficulties, including internal and external factors.

In the context of reading, short-term memory helps us remember the order of letters and letter sounds but also helps us remember the spelling of words. Previous study said the reading comprehension level can be divided into seven groups. First, people who cannot read at all. Second, people with the highest literacy: third, people who learn to read. Fourth, someone who can read and write but cannot read

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unless reading is limited to daily life. Fifth, educated but not a reader: sixth, educated but not an ordinary reader. Seventh, people who can read and write books every day (Suharmono., 2015). Reading is essential in the post-reading learning process. Reading refers to the translation process of written symbols (letters) to spoken or oral words. Reading involves literal understanding, word recognition, interpretation, creative understanding, and critical reading as a thinking process (Fathiara et al., 2019; Tarigan, 2013). The human brain attempts to process, digest, comprehend, and construe symbols through reading, as a result, reading activities become one of the processes that can cause the brain to understand and think about the symbols' meaning (Ramadhan, I. & Imran, 2021; Shahroom & Hussin, 2018).

Learning to read in elementary school takes place in grades I and II and is also called early reading learning. Early reading acquisition is of strategic value for purchasing primary school subjects. In the learning process, students are taught to change written symbols into meaningful sounds and pronounce them, enabling them to pronounce the letters they read without understanding phonetic symbols (Al-Ahdal & Abduh, 2021; Escarez Jr. & Ching, 2022). In this way, students slowly pour their thoughts, ideas, feelings, and desires into written language through the symbols of the letters they learn. If students are in the lower grades and cannot read or write, they will have a lot of difficulty in other areas of study. In general, several criteria were stated for children's learning difficulties: 1) possible brain dysfunction, 2) academic difficulties, and 3) students' poor academic performance (Ashman & Snow, 2019; Taufik, 2014). Another cause of reading and writing difficulties is that students still like to learn outside the classroom which is more fun, students also receive less attention from those closest to them, such as parents and teachers (Deringöl, 2019; Widyaningrum & Hasanudin, 2019). Previous study found that in another case of grade 1 students, students could not (1) read diphthongs, (2) read sentences, I had difficulty reading the first part, (3) stumbles in reading (slurred), (4) cannot pronounce some consonants, (5) cannot spell, (6) reads carelessly, (7) easily forgets spelling, (8) adds and replaces words, (9) is spelled long enough (10 can't be read completely (Pratiwi & Ariawan, 2017).

Reading comprehension is crucial in everyday life and for success in school and work. One of the expectations of educators when students enter grade one is that they can read and write (Goux, D., Gurgand, M., and Mauein, 2017; Snow, 1991). However, the problem faced by teachers today is that students are still not literate enough. Educators have made many efforts to help their students achieve fluency in reading and writing. However, many students who enter high school are still not good at reading and writing. The difficulties faced and experienced by students are that they are not interested in learning to read and write on their own, and they lack the mental motivation to learn. Lack of self-confidence due to being abandoned by peers also plays a role, and parental factors also affect student learning development in the classroom or youth disability or disability (Fitriah & Muna, 2019; Mardika, 2019). Disorders and disabilities in children or adolescents are most likely caused by conditions in the nervous system of the child's brain, which can lead to learning disabilities. Disorders of the child's cranial jumpy system slow down the process of developing a child's thinking. Therefore, children can experience material delays and experience other developmental disorders (Edwards, 2006; Setyawan et al., 2020; Taylor et al., 2015). The results show that the reading comprehension of Indonesian students is below the international average score of 41 out of 45 countries. From these two results, Indonesia is still relatively low globally. Reading and writing skills form the basis for other subjects such as Social Sciences, Science, and Mathematics (Chamisah, 2017; Gonca Demirtaş Şenel, 2020).

Based on the results of previous studies such as the research found four students had difficulties in learning and writing. The student is in grade II elementary school with different family background. Students' reading and writing difficulties are caused by six things: (1) internal spelling, (2) poor pronunciation, (3) 3 students still forget the letters and shapes of letters A-Z, (4) it is still difficult to distinguish the letters b, d, p., (5) in writing letters in words or sentences still lacking letters, for example, the word *"bersih"* becomes *"bersi",* (6) difficulties in syntax (Widyaningrum & Hasanudin, 2019). Previous study conducted research in grade 3 with as many as 35 students with the majority of parents working as farm laborers. It was found that students had difficulties in producing graphemic writing, namely: (1) could not write *F, f, Q, q, X, x, z*, (2) some writings swapped like d to b or vice versa, (3) there was a reduction writing ng, ny writing graphemic, for example: *"dengan"* become *"degan"* and *"misalnya"* become *"misalya",* (4) there is an addition of graphemic writing h, y for example: "saya" necome "sayah" (Taufik, 2014). This study attempted a similar study with reading and writing difficulties in the upper grades of elementary school. Therefore, this study was conducted to analyses reading and writing difficulties, causes, and solutions for fifth-grade students.

2. METHOD

This research employs case study methodology using a qualitative approach to examine natural objects based on the facts found by researchers in the field. Experiential learning studies phenomena in social science research methods or real-life contexts where the boundaries between phenomena and contexts are not visible and various sources of evidence are used, called case studies (Hill, 2021; Sugiyono, 2015). Although this study did not take steps to prove new learning strategies or methods, this study used the results of observations and interviews to determine reading difficulties in fifth-grade students. This research activity was carried out at SDN 01 Ngasem. The participants of this study were fifth graders with I students who had reading and writing difficulties. Identification of students who have reading and writing problems is obtained from the results of observations, writing test results and information from the classroom teacher. The research data were collected by conducting observation and interviews. In this observation, the role of the researcher is to observe student learning activities and student behavior in class, noting students' writing and reading difficulties during class learning but the researcher does not act as a participant. Researchers used non-participants who were not directly involved and only as independent observations.

The form of observation is not structured, it is carried out without using observation guidelines, so that the development of observations is based on developments that occur in the field. Observation is also useful for reducing the number of questions to add insight and knowledge that we did not know before. Open-ended questions by the researcher ensured that participants were able to communicate their experiences as best they could, without being limited by the researcher's point of view or the insights of previous researchers. At the time of the teacher interviews conducted at the end of the study, the main focus of the discussion was the students' difficulties in reading and writing. The validity of this research data uses data sources triangulation to find the accuracy of certain information by examining various data sources such as documents, archives, interviews, observations, or several people who may have different points of view (Burmansah et al., 2020; Flannelly et al., 2018).

3. RESULT AND DISCUSSION

Result

Based on the observations made by researchers the school has several adequate facilities for learning but does not support learning literacy in a comfortable classroom seen from the back of the class, and there is still a lot of space that can be used for a reading corner. There is a library room, but it has not been arranged comfortably and neatly so that students are less interested in visiting. In fifth grade there are 17 students, one student named RM has difficulty reading and writing. Base on interview when students are assigned to progress with presentations of assignments in front of the class, these students are not confident in advancing and when speaking in front of them their voices are not loud in conveying the results of their assignments to their friends. When communicating with RM, the discussion can get off topic from the question. When asking his classmate who his playmate was, the DA student said RM was playing with AL.

During the observation of RM's playmates, AL was more active in communicating in class and easily mingled with other friends. From the interview results, several factors were mentioned by the teacher who is related to students' daily life at school. Just like other friends this student plays with other friends, but when playing the student is more obedient to his friends, and there is no stand-in playing. He is often ordered and often mocked by his friends because he is not yet fluent in reading and writing. The teacher said for school records, RM often doesn't go to school for up to 1 month with the initial reason being sick and then it continues, when asked why during that time he didn't go to school RM answered he liked playing games at home and didn't want to do schoolwork. Hal ini tidak sering terjadi tapi begitu RM memberikan PR, keesokan harinya RM tidak masuk sekolah dengan alasan sakit sampai dua minggu kemudian RM baru masuk sekolah.

In class learning activities, teacher explained that RM was more passive in question and answer, was less responsive in discussions, and did not focus so in the question and answer session with the teacher the answers given did not match the questions. For reading there are several factors of difficulty, the first is related to letter recognition, namely identifying letters and arranging letters, and turning letters. The letters are almost the same as d with b, p with q, m with n, or w. Students have difficulty distinguishing letters and often flip letters. RM in reading this student is still stammering, when reading the text it is not clear in conveying the reading and difficulties in recognizing meaningful words can occur due to lack of vocabulary, due to mastery of vocabulary. Third, the replacement of words often occurs because the child does not understand the cooking, so the child only guesses the pronunciation of the

word. This happens because children don't recognize letters properly, so they are suspicious of their reading.

Say Ms. DEE Also adding RM also lacks practice and re-study to adjust the lag and develop like other students. The principle state, the teacher has facilitated students who have learning difficulties such as reading and writing difficulties, we provide additional classes 3 times a week after school to be trained with the class teacher so that students can catch up. Unfortunately RM did not repeat the lessons taught at home, so his progress was slow. From school records, RM's parents work background as factory workers. Do not demand the possibility of a worker having long working hours so that there is minimal time for parents to educate their children at home directly. In addition, there is a lack of openness regarding the importance of learning and literacy in life that is planted from an early age.

Discussion

Regarding the factors that cause students' difficulties on reading and writing, this study is in line with the research of previous study which states that children who experienced reading diffficulties found it hard to recognize letters such as incorrectly differentiate closely similar letters such as b, d, p, q, m, n, v, w; incorrect letters pronunciation; reading simple words and sentences; stuttering in reading, connecting syllables, and difficulty of reading consonants (ba-pa), diphthongs (ny, ng), and double vowels (ia, oi, ua) (Nabela et al., 2022). These difficulties result in several mistake that performed by children, they are repeating words, eliminating certain words/letters, guessing words, inserting/substituting words, reversing words/letters, doubting, and stuttering (Fryling et al., 2011; Hung & Chan, 2020). The development of students who have difficulty reading and writing children have limited vision, hearing, visual memory, word analysis, understanding of phonetic symbols, integration of visual and auditory, classifying letters, and words and thinking conceptually (Lucas et al., 2021; Zarić et al., 2021). These tendencies are recognizing letters, creating two letters combination that forms syllables, mistakenly recognizing letters, deleting words or syllables, and guessing words.

The competency standards of graduation issued by Permendikbud No. 65 of 2013 require students to interact with the surrounding environment such as in the classroom, home, school and community (Abduh, 2015; Wisnu Budi Wijaya, 2018). Base on Jean Piaget theory elementary school children are at the stage of concrete operational thinking so they need to explain the material by giving real examples which are expected to ease the children to realize the previous knowledge obtained from the five senses (Slavin, 2011). The family's social environment and community culture can change a child's behavior during development. Several environmental factors that brings impacts on reading and writing difficulties include family background, educating children at home and treating students at home (Anandari & Iswandari, 2019; Mardika, 2019). Parents should pay attention to the growth and development of their children and accompany, guide and advise them. Students who are accompanied by their parents in learning activities at home experience fewer learning difficulties because they follow the learning process at home. It also increases students' enthusiasm because parents often study with their children. Students will also feel happy because they feel cared for. Agree with the opinion previous study state that parental care will make students feel cared for, so they can make their learning motivation high to get better results (Puthree et al., 2021). Physical and mental health also needs to be considered. When the child is physically healthy, the learning process will go well as well as mentally, when dealing with it wisely, the child's emotions will be good.

Student learning difficulties is caused by 4 factors, one of which is the student's personal factor, the lack of interest in student learning arises from the student himself (Setyawan et al., 2020). Social environmental factors also affect learning difficulties, when learning is conducive then student concentration will not be disturbed. Children's cognitive development also relies on media prepared by the environment and one's thoughts are formed by the background of the environment at home (Abduh, 2015; Hite et al., 2019). However, the lack of parental attention to student behavior at this time frees students to access the internet without any assistance and control so that students are free to access the internet. In line with the findings of previous study state that children are more in contact with cellphones compared to people in the home environment (Satrianawati, 2017). The low attention of parents and the habit of children's activities in playing cellphones reduce socialization with neighbors so they are closed so that when friends of their age invite them to play they rarely go out because they prefer to play online games. Another impact of that is the decline in children's learning scores at school. Many negative factors that can be accessed by children without any assistance and direction. The steps in solving student learning difficulties are discussing the problem with the principal. Then look for the methods needed to overcome the problems of difficulties at school. Then observe and record student behavior patterns who are fussy, repeat cumulative recording activities, consult with other teachers, consult psychologists, and interview students who may be affected (Setyawan et al., 2020; Torres & Castaneda-Pena, 2016).

Collaboration between schools and parents makes it possible to assist in obtaining better children's learning outcomes.

The implication of this study is to provide an overview of the difficulties on reading and writing faced by fifth graders. Research will be very useful for educators, especially elementary school teachers, in understanding what students' problems are in reading. The limitation of this research lies in the subject of this research which is still limited to involving only one school institution. It is hoped that future research will be able to deepen and broaden the scope of research related to difficulties on reading and writing faced by students.

4. CONCLUSION

Schools and teachers have tried to improve and assist students in solving their reading and writing difficulties, but the parent's role is also necessary. The problems experienced by students are students' internal: factors where the lack of parental support during learning activities and awareness of the importance of education in addition to the student's learning environment and understanding of learning are less than optimal and External factors: namely the uncontrolled mass media and internet access by parents. There is nothing wrong with the internet in our lives. Still, we must understand and know the limits and controls in accessing the internet so that we can use the internet properly and can be used as learning material for students. There is also an obligation to collaborate on the part of educational institutions and parents of students to increase the prosperity of learning in creative, innovative, and fun schools which may result in the students' comfort during the process of learning, lack student difficulties, form a positive environment and achieve national education goals, namely the intellectual life of the nation and develop fully human.

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