Analysis of the Difficulty of Reading Javanese School in Class V Students at MI Muhammadiyah Sraten Sukoharjo

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Abstract

This study aims to analyze various difficulties in reading short stories experienced by fifth grade students at MI Muhammadiyah Sraten Sukoharjo. This research used descriptive qualitative research, with case study method. The subjects in this study were 12 fifth grade students and Javanese language teachers. Data collection techniques were carried out by means of observation, interviews, and documentation. Data analysis techniques used in this research are data reduction, data presentation, and conclusion drawing. The results of this study indicate that the fifth-grade students of MI Muhammadiyah Sraten Sukoharjo have several types of difficulties in reading short stories, including difficulty in voicing written material, difficulty in understanding meaning, difficulty in combining letter sounds into meaningful words, and difficulty in slow reading speed. The difficulty of students in reading script is caused by several factors, including internal factors which are internal factors (including: lack of interest in learning to read Javanese, difficulty concentrating) and external factors (including: lack of assistance from parents, teacher creativity).Thus, it was concluded that the difficulties experienced by students in reading scripts included: difficulty voicing written material, difficulty understanding meaning, difficulty combining letter sounds into meaningful words, and difficulty reading slow speed caused by internal and external factors.

Keywords: *Difficulty in Reading Speaks, Javanese Language, Student, Madrasah Ibtidaiyah*

Abstract

Penelitian ini bertujuan untuk menganalisis berbagai kesulitan membaca cerpen yang dialami siswa kelas V MI Muhammadiyah Sraten Sukoharjo. Penelitian ini menggunakan penelitian kualitatif deskriptif, dengan metode studi kasus. Subyek dalam penelitian ini adalah 12 siswa kelas V dan guru bahasa Jawa. Teknik pengumpulan data dilakukan dengan cara observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini adalah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa siswa kelas V MI Muhammadiyah Sraten Sukoharjo mengalami beberapa jenis kesulitan dalam membaca cerpen, antara lain kesulitan menyuarakan materi tertulis, kesulitan memahami makna, kesulitan menggabungkan bunyi huruf menjadi kata yang bermakna, dan kesulitan dalam kecepatan membaca lambat. Kesulitan siswa dalam membaca naskah disebabkan oleh beberapa faktor, antara lain faktor internal yaitu faktor internal (antara lain: kurangnya minat belajar membaca bahasa jawa, sulit konsentrasi) dan faktor eksternal (antara lain: kurangnya pendampingan dari orang tua, kreatifitas guru). .Dengan demikian, disimpulkan bahwa kesulitan yang dialami siswa dalam membaca naskah meliputi: kesulitan menyuarakan materi tertulis, kesulitan memahami makna, kesulitan menggabungkan bunyi huruf menjadi kata yang bermakna, dan kesulitan membaca kecepatan lambat yang disebabkan oleh faktor internal dan eksternal.

Keywords: Kesulitan Membaca Berbicara, Bahasa Jawa, Pelajar, Madrasah Ibtidaiyah

INTRODUCTION

Reading is certainly different from speaking in everyday life. Reading is a string of words to obtain new information, reading can also open one's own insight into the reading (Januarti et al., 2016; Patiung, 2016; Widianto & Subyantoro, 2015). Reading is useful as the heart of education and brings various benefits (Slamet & Saddhono, 2012). The ability to read is an ability is needed by students who will be used to be able to understand various information read (Ruslan & Wibayanti, 2019). Members of the public in general are actually also required to be able to read well considering that all information can increase insight his life. Reading interest has a big influence on reading interest. If students read without having high reading interest, these students will not read wholeheartedly. If student If they read on their own volition or will, the student will read wholeheartedly.

The purpose of reading according to Abidin (2012); Rahim (2008); Tarigan (2008) is as a tool to obtain information, knowledge or anything according to one's needs or interests. According to Fauzi (2020) divides the basic development stages of reading skills, namely: fantasy stage, concept formation stage, picture reading stage, reading introduction stage, and fluent reading stage. According to Tarigan (Patiung, 2016) in terms of whether or not reading is heard, it can be divided into two, namely reading aloud and silently (in the heart).

Today, interest in reading tends to be very low because the existence of certain factors including laziness, the absence of activities to develop interest in reading such as schedules or special plans as well as the lack of reading and the high price of books (Rohman et al., 2022). At this time, especially for students from elementary to tertiary education levels, reading activities tend to be very rarely carried out so that this causes difficulties for the students themselves to process their knowledge (Ruslan & Wibayanti, 2019).

Students who have not reached the minimum criteria generally have several problems related to knowledge and skills in reading. According to Widianto and Subyantoro (2015) problems in reading for students include: students are less skilled in reading texts, pay less attention to the subject of reading, get bored quickly, are less thorough, find it difficult to conclude and feel monotonous. So that it becomes a challenge for Javanese language teachers to create a new atmosphere in learning to read *short stories.*

According to Jamaris and Martini (2015); Mulyadi (2010), students who have difficulty in reading are the occurrence of difficulties in learning words and sentences, students who are unable to read become an obstacle in learning. There are many factors that influence students in reading, according to Subini (2011), the factors that cause reading difficulties can be concluded, namely from students themselves (brain does not function) and outside students (environment and malnutrition, descendants).

Cerkak is a term in Javanese which, when translated, is an abbreviation of short story *or* and some people call this short story *crikak* short story *short*. Suwarni and Sulistiani (2016) the term *cerkak* can be concluded that the variety of fiction or prose short stories (short stories) in simple Javanese language. Empowerment of Javanese language learning needs to be optimized in an effort to maintain the *nation's* cultural wealth is expected to be able to help students to know themselves, their environment, apply in their cultural manners, appreciate the potential of their nation.

Javanese language subjects are held to make students skilled in Javanese. According to Endang (2015), teachers must be able to realize that students are language learners who must be considered. The general purpose of learning Javanese is to improve Javanese language skills (*nyemak, micara, maca, writing*). According to the Department of Education, the purpose of learning Javanese can be concluded that

students always preserve the Javanese language, improve thinking skills and how to be positive in everyday life (Sawitri et al., 2021).

Several previous studies that have relevance are by Ermawati and Adipitoyo (2020); Maruti et al. (2022); Rahadini and Fitriana (2020) focuses and chooses similarities, namely researching Javanese language learning in elementary schools. There are no researchers who pay attention to the difficulty in reading *cerkak*, therefore the research focuses on the form of difficulty in reading *cerkak*, the factors that cause difficulty in reading *cerkak*, and the teacher's efforts to overcome the difficulty of reading *cerkak.* This study aims to analyze various difficulties in reading short stories experienced by fifth grade students at MI Muhammadiyah Sraten Sukoharjo.

METHOD

This research uses the type of qualitative research. This research is a descriptive study that contains a systematic, factual, and accurate description or writing about the facts and the relationship between the phenomena studied. Qualitative research according to Darmadi (2017); Sugiyono (2016); Sukmadinata (2017), it can be concluded that qualitative research is a research method that is carried out based on phenomena that occur in the research subject and produces an overview of the facts that occur.

In this study, the researcher describes a situation, describes, and describes the form of difficulty in reading *script* for class V MI Muhammadiyah Sraten Sukoharjo. In this study, 12 students of class V MI Muhammadiyah Sraten will be observed with various abilities and characteristics. Informants in the study were teachers of Javanese subjects at MI Muhammadiyah Sraten. This research activity was carried out at MI Muhammadiyah Sraten, Gatak, Sukoharjo.

Data collection techniques used in this research are observation, interviews, and documentation. Sutrisno (Sugiyono, 2016) suggests that observation is a process composed of various biological and psychological processes. The types of observations carried out by researchers are participant observation (directly involved) and structured observation (systematically designed). The implementation process uses an unstructured interview technique. Documentation studies are a tool of the use of observation and interview methods in qualitative research. Documentation is a written or printed record of past events (Sugiyono, 2016).

This study uses data triangulation as a data validity technique. Triangulation of data includes sources, methods and time. Data analysis in qualitative writing can be carried out simultaneously with data collection and after data collection within a certain period. In writing this scientific paper, the author analyzes data using an interactive model *(interactive model)* from Miles and Huberman, which consists of data collection, data reduction *(data reduction)*, *data display (data display)* and data verification/ *conclusion drawing* (Sugiyono, 2016).

RESULT AND DISCUSSION

This research was conducted at MI Muhammadiyah Sraten Sukoharjo to obtain data on the difficulties experienced by students in reading *script.* Observations were made to fifth grade students, and interviews were conducted to fifth grade students who had difficulty reading *script* and the fifth grade Javanese language teacher. Researchers conducted observations by means of a reading test *to* fifth grade students, especially students who had reading difficulties. *speak* Javanese. The researcher noted the difficulties experienced by students on the test assessment sheet that had been prepared.

First, the result about difficulties in reading *cerkak* in class V students of MI Muhammadiyah Sraten Sukoharjo. After the researchers conducted observations, interviews, and documentation, it turned out that there were still students who had

difficulty reading *cerkak,* namely 12 students out of 18 students in class V. Researchers focused on 12 students who still have difficulty reading *script.* After observing 2 times, it was found that the data obtained during the first observation was the same as the data obtained during the second observation. After conducting the research, the results showed that the difficulties in reading *script* experienced by fifth grade students at MI Muhammadiyah Sraten Sukoharjo included: difficulty in voicing written material, difficulty in understanding meaning, difficulty in combining letter sounds into meaningful words, and difficulty in reading speed levels. slow.

The research that has been done by the researcher regarding the difficulties in reading *scripts* experienced by fifth grade students at MI Muhammadiyah Sraten to find out the difficulties experienced by fifth grade students in *script* Javanese in mechanical skills, students are required to be able to voice written material (Naswiani, 2016: 3). When students read only according to what they see but do not read according to the rules, reading activities will be hampered. In *script,* students are not allowed to voice the reading according to what the students see. When one word is read according to what is only seen, then the next will experience errors. Based on the results of observations of fifth grade students at MI Muhammadiyah Saten Sukoharjo, researchers still found students who had difficulty in voicing written material.

Based on observations in class V of MI Muhammadiyah Sraten Sukoharjo, the researcher conducted a reading test. It turns out that there are still students who have difficulty in understanding the meaning in reading. In the process of reading activities students must have understanding skills (Naswani 2016:3). One example of the word *latitude,* students still have difficulty understanding the meaning of the word *latitude.*

Students who have reading difficulties have characteristics including having difficulty combining letters into meaningful words (Jamaris & Martini, 2015). In this fifth-grade student at MI Muhammadiyah Sraten Sukoharjo, there are still students who have difficulty in combining the sounds of letters into words which means one example is the word *dhoyong.* Students still have errors to combine the sounds of letters into meaningful words. This greatly hinders the activity of reading *script* because reading words is already having difficulty.

Second, the result about factors of difficulty reading slang in class V students of MI Muhammadiyah Sraten Sukoharjo. It was found that the factors that caused fifth grade students to have difficulty reading *script* were divided into internal and external factors. Internal factors are factors that exist from within the students themselves. This factor was found by researchers based on the results of interviews with fifth grade students and strengthened by statements from Javanese language teachers and observations, such as lack of interest in learning to read Javanese and difficult to concentrate. Thus, it affects the reading fluency of students.

The process of reading fluently or not reading fluency greatly affects students' skills. When students are not fluent in reading, they will spend learning time. This is in line with this research. In this study, there were still students in class V MI Muhammadiyah Sraten Sukoharjo who were not fluent in words and reading *short stories* in Javanese. The form of errors experienced by each student is different, it depends on the skills students have in reading *short stories.*

The internal factors experienced by the fifth-grade students are divided into two, namely: the lack of enthusiasm of students in taking Javanese language lessons and the lack of self-confidence in students. One of the students who have difficulty reading is interest in the student (Subini, 2011). This is in line with research conducted by Fajri et al. (2021) which states that the success factor for student learning is interest in students. This is because indirectly, students will always try to train themselves to be able to read quickly. It was found that there were still students who had very little interest in reading Javanese. So that many students have difficulty reading *script.* When the researcher

pointed to a word that contained vowels, many students misread the word. This is experienced by students because it is difficult to concentrate, which is caused by being conducive.

Third, the result about the teacher's efforts in overcoming the difficulty of reading *cerkak* in class V students of MI Muhammadiyah Sraten. Data were obtained regarding the efforts that had been made by the teacher in overcoming the difficulties of reading *cerkak* experienced by the fifth-grade students at MI Muhammadiyah Sraten Sukoharjo, namely doing a reading test on every Javanese language lesson and repeating it. back to the material taught. In addition, other efforts made are by providing assistance with parents. This effort is very important as a form of supervising children's reading activities while at home.

Lack of parental assistance at home can hinder students' ability to read *short stories* (Hyun et al., 2020). The difficulty in reading in the family environment is a factor that arises from outside the student (Subini, 2011). Based on interviews with fifth grade students, it is known that the busyness of parents at work makes students less able to get optimal assistance at home. Thus, students have difficulty in reading *script.* In order for the learning atmosphere to be conducive and fun, teachers are required to develop their creativity. However, the fifth-grade students stated that the teacher of Javanese subjects was boring, which was strengthened by the teacher's statement that they had not made any new breakthroughs to help students become fluent in reading *Javanese short stories.*

CONCLUSION

Difficulties in reading *script* experienced by fifth grade students at MI Muhammadiyah Sraten Sukoharjo include: difficulty in voicing written material, difficulty in understanding meaning, difficulty in combining letter sounds into meaningful words, and difficulty in reading speed is slow. Factors that cause students to have difficulty reading *short stories.* divided into two, namely internal factors including, lack of interest in learning to read Javanese, difficulty concentrating. Meanwhile, external factors include: lack of assistance from parents, teacher creativity. Efforts that have been made by the teacher in overcoming the difficulty of reading *script* experienced by fifth grade students at MI Muhammadiyah Sraten Sukoharjo, include doing a reading test to determine the students' reading *ability.* Future researchers are advised to analyze the difficulty of other language skills, such as writing, speaking, or listening skills for elementary school students.

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