Analysis of Beginning Stage of Reading Skills of First Grade Students of Indriasana Palembang Primary School

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ABSTRACT
This study aims to describe the beginning stage reading ability of first grade students at SD Indriasana Palembang. This research method is descriptive qualitative, with data collection through observation, interviews, tests, and documentation. The sample used saturated sampling technique. The research sample was 61 first grade students at SD Indriasana Palembang. The results of the study, first in the aspect of reading letters as much as 98% of respondents achieved the criteria of "very good" and 2% achieved "good". Second, in the aspect of reading syllables, 98% of respondents with the criteria of "very good" and 2% "enough". Third, in the aspect of reading words 92% of respondents with the criteria of "very good" and 8% "enough". Fourth, in the aspect of reading sentences 84% of respondents with "very good", 11% "good", and 5% "enough".

Keywords:
Syllables, Reading, Qualitative, Qualitative Descriptive

INTRODUCTION

According to Salim (2011) language is a means of conveying ideas, ideas and feelings, language can also be used to convey information, educate, entertain and unite society. According to Syamsuddin in Devianty (2017) language is a tool used to form thoughts and feelings, desires and actions, a tool used to influence and be influenced. Based on the statements of the experts above, it can be concluded that language is not just a means of communication, but also has a broad role in various aspects of life such as conveying information, educating, entertaining, and influencing individuals and society as a whole. Language also has the ability to shape an individual's thoughts, feelings and actions.

According to Sudaryanto (2015) language skills are an individual's ability to use language appropriately and accurately in speaking with other people and language skills include four aspects, namely listening, speaking, reading and writing skills. Listening skills are individual abilities that can be used to understand the content of messages conveyed from other individuals via verbal or audio. Speaking skills are the ability of individuals or humans to convey thoughts and messages clearly so that other individuals can understand them. Reading skills are individual abilities that refer to understanding texts or messages conveyed by other people in written form. Meanwhile, writing skills are an individual's ability to convey messages in writing in a clear, structured and correctly spelled manner. Therefore, language skills are the language abilities that people use when discussing in daily practice together well and correctly.

According to Sukirno in Nuraini (2021) reading is one of the language skills that is important for students to have, especially in basic education. Tarigan, quoted by Harianto (2020), emphasized that reading is a process of the reader trying to understand the author's intended meaning through language and being able to understand the meaning contained in the writing. Based on the explanations of these experts, it can be assumed that reading is a skill that students must have, because through reading students are able to understand the meaning conveyed by

the author in the words in the essay. So, through careful reading, new information or knowledge will be obtained by reading. Students' reading skills also need to be worked on because developing comprehension skills means students can obtain more information with reading skills.

According to Sugiyono (2011) reading skills in elementary school students can be divided into three levels, namely: beginner reading (grades 1-2), developmental reading (grades 3-4), fluent reading (grades 5-6). Reading skills are divided into three levels, the first level is initial reading for grade 1 to grade 2. This initial reading level, students learn to understand and read the alphabet and connect letters into words. The second level is developmental reading for grades III to IV, at this level students learn to deepen their understanding of reading texts, develop complex reading skills, and understand the meaning of the words they read, as well as learning to read using appropriate intonation and expressions. Meanwhile, the third level is fluent reading which consists of students in grades V to VI. At this level students are able to read fluently and quickly, understand the content of the reading well, and students read critically and are able to draw conclusions from the text they have read.

According to Darwadi, quoted by Sari (2020), the initial reading stage is the first step in the process of learning to read which focuses on recognizing symbols or signs related to letters, forming the foundation for the child's ability to continue at the initial reading level. Furthermore, according to Yuliana, quoted by Nuraini (2021), in beginning reading, the main focus of learning is that students are able to recognize the alphabet well. From the description above, it can be concluded that initial reading is an initial stage of reading for students in lower grades by focusing students on recognizing symbols, grasping letters and collecting letters into words and sentences, so that students are literate.

SD Indriasana Palembang is one of the private elementary schools in Palembang City with A accreditation. Based on the results of observations when researchers carried out internship at SD Indriasana Palembang, there were 61 students in first grade. There are students who experience difficulties with their initial reading skills. Likewise, the results of the interview with the class I homeroom coordinator informed that there were students who were not yet able to distinguish letters and were not able to combine words into sentences correctly. Based on this background, the researcher was interested in conducting research on class I students at SD Indriasana Palembang about the beginning stage of reading ability of first grade students at SD Indriasana Palembang". Through this research, it is hoped that we can find out the level of ability of first grade students at SD Indriasana Palembang in beginning reading.

METHOD

The method of this research is a descriptive qualitative research method. According to Sugiyono (2019), qualitative research methods are a way of collecting and analyzing descriptive data with the aim of understanding the phenomenon being studied from the subject's point of view. This method prioritizes data quality and individual experience in describing a phenomenon, so that the resulting research results better describe the actual situation. According to Moleong (2017), descriptive is a research method used to describe or explain in detail and systematically about objects or phenomena, with the aim of describe clearly the object or thing. According

to Sugiyono (2018), the descriptive qualitative method is a research approach that describes in detail the phenomena being studied through qualitative and interpretative data analysis. Furthermore, Sugiyono also stated that there are several descriptive qualitative research methods utilizing data collection techniques, such as observation, interviews, questionnaires, documentation studies, and tests.

This research describes actual situation of beginning stage of reading skills of first grade student of SD Indriasana Palembang. The researscher used observation instrument for observing the existing problems at first grade. Then doing some interviews with the teacher to make sure the real conditions based of observation. At least did some test to the 61 students in class accompanied by teacher on four aspect of beginning stage of reading skills. That fours aspecs are 1) the letter reading aspect test; 2) syllable reading aspect test; 3) the word reading aspect; and 4) the aspect of reading sentences.

This research uses data analysis techniques using qualitative analysis procedures. According to Bungin (2016), qualitative analysis is defined as a data interpretation process carried out by organizing, simplifying and presenting data descriptively. Furthermore, Bungin also stated that data reduction, data display and data verification techniques are used in qualitative analysis to gain a deep understanding of the phenomenon being studied. According to Miles and Huberman (2014), data reduction in qualitative research is the process of reducing, selecting, and focusing relevant and significant data to answer research questions. Miles and Huberman continued, stating that the purpose of data reduction is to simplify and focus data analysis so that data can be organized and analyzed more effectively. Data reduction is an activity in summarizing and selecting main things that are considered important in research, such as the results of data collection. When carrying out the data reduction stage, the researcher summarizes and selects relevant or important data based on the results of data collection consisting of interviews, observations and documentation. The data reduction carried out by the researchers focused on students' test results in initial reading.

### Tabel 1. Criteria of Beginning Stage of Reading Skills

Reading Aspect	Criteria of Beginning Stage of Reading Skills				
	Very Good 81 – 100%	Good 61 – 80%	Middle 41 – 60%	Deficient 21 – 40%	Very Less 0 – 20%
Letter reading	21 – 26 letter	16 – 20 letter	11 – 15 letter	6 – 10 letter	0 – 5 letter
Sylable reading	25 – 30	19 - 24	13 – 18	7 – 12	0 – 6
Word reading	17 – 20 word	13 – 16 word	9 – 12 word	5 – 8 word	0 – 4 word
Reading a sentences	10 – 11 sentences	8 – 9 sentences	6 – 7 sentences	4 – 5 sentences	1 – 3 sentences

Calculation of the student's score is as follows.

$$\text{Total Score} = \frac{\text{Sum of score}}{\text{Sum of questions}} \text{x } 100\%$$

RESULTS AND DISCUSSION

Based on the results of the letter reading aspect test, it can be seen that the level of student ability in letter recognition in first grade of SD Indriasana Palembang is 60 people with a percentage result of 98% on the very good criteria, and 1 person with a percentage result of 2% on the good criteria. By reading letters in first grade, SD Indriasana Palembang can be categorized as having excellent letter recognition skills
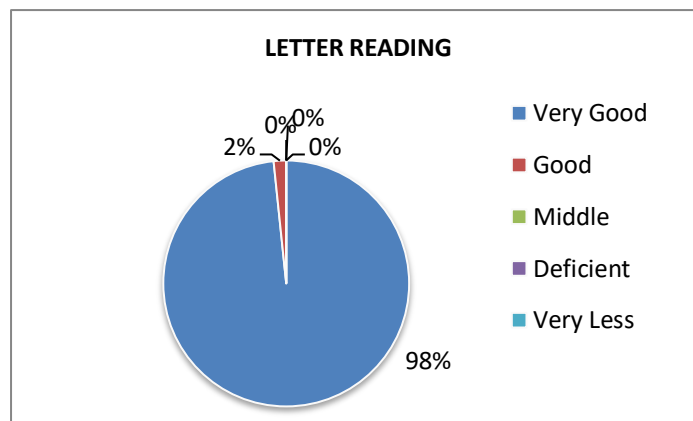

Picture 1. Result of Letter Reading Aspect

Next, based on the results of the syllable reading aspect test, it can be seen that the level of ability of class I students at SD Indriasana Palembang in reading syllables is 60 people with a percentage result of 98% on the very good criteria and 1 person with a percentage result of 2% on the sufficient criteria. Based on the results of the ability to read syllables, class I students at SD Indriasana Palembang have the ability to read syllables with very good criteria.
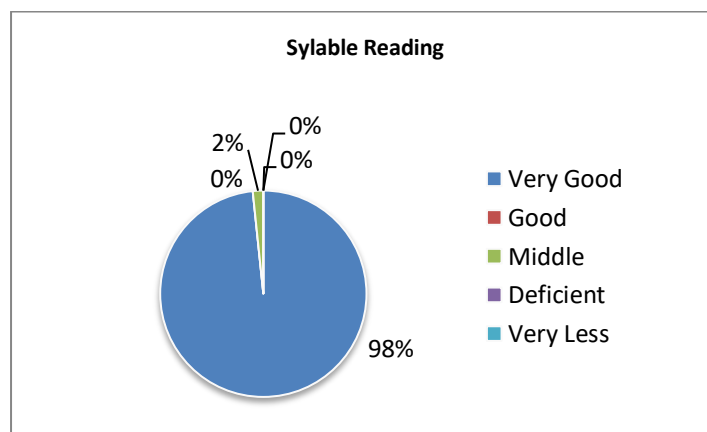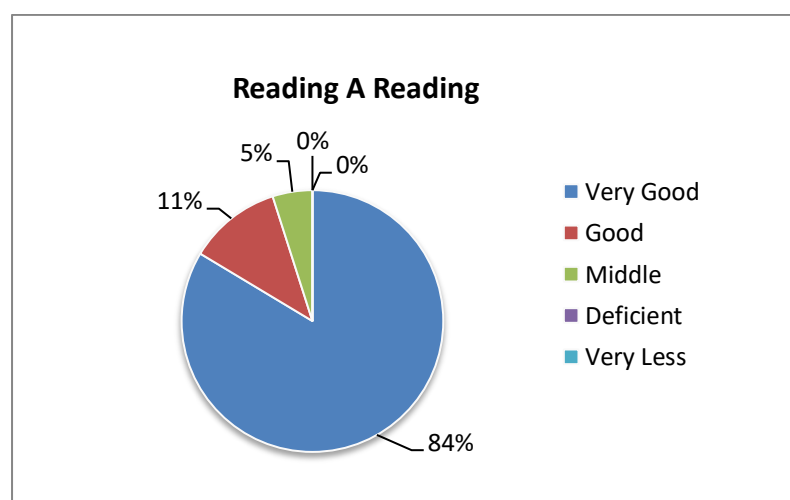

Picture 2. Result of Syllable Reading Aspect

Furthermore, based on the results in the word reading aspect, it can be seen that the level of ability of class I students at SD Indriasana Palembang is 56 people with a percentage result of 92% on the very good criteria, and 5 people with a percentage result of 8% on the good criteria. Based on this percentage, the ability of class I students at SD Indriasana Palembang can be categorized as having a very good level of ability.
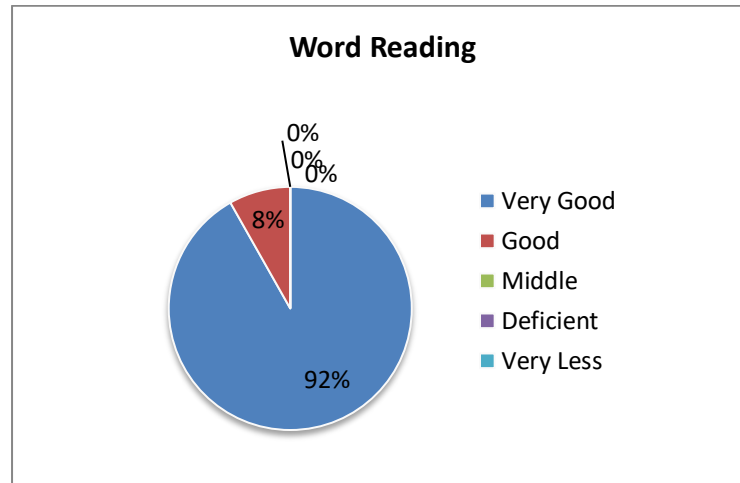
Picture 3. Result of Word Reading Aspect

Based on test results data on the aspect of reading sentences, it can be seen that the ability of class I students at SD Indriasana Palembang is 51 people with a percentage result of 84% on the very good criteria, 7 people with a percentage result of 11% on the good criteria, and 5 people with a percentage result of 5 % on sufficient criteria. Through the results of this percentage, class I students at SD Indriasana in the aspect of reading short stories can be categorized as having a very good level of reading ability.

Picture 4. Result of Sentence Reading Aspect

Assuming students are weak in one aspect of beginning reading, especially in terms of understanding letters, it will affect their ability to complete the exam in the following angle (Hasanah, 2021). The researcher agrees with this statement, because based on the results of students' ability in beginning reading in the letter reading aspect, 98% of respondents have very good criteria, and 2% of respondents have good criteria. Furthermore, in the aspect of reading syllables, 98% of respondents had very good criteria, and 2% had quite good criteria. Furthermore, in the word reading aspect, 92% have very good criteria, and 8% have good criteria. Apart from that, in the aspect of reading sentences, 84% have very good criteria, 11% have good criteria, and 5% have quite good criteria.

Based on the results of interviews after carrying out the test, respondents could be said to have experienced problems when the test was carried out. Students experience difficulties when distinguishing letter shapes when asked to point, for example reading the letter "b" which is designated "d", the letter "m" which is designated "n", the letter "p" which is designated "q", and the letter "u" which is designated "v". However, when students name letters without pointing to the letters they are able to name them in order. Apart from that, there are students who cannot pronounce the letter "r" correctly. So when the student says the letter "r" it becomes "l".

Students' ability to read the syllables contained in the test questions gave some students inaccurate results when pronouncing them. When carrying out tests and the results of observations made by researchers, students were not yet fully able to read 3 syllables. For some students, for example, the syllable "be-ker-ja" was read as "ber-ker-ja", "bi-ca-ra " is read as "bir-ca-ra", "bu-a-ya" is read as "bir-ca-ra", "le-ma-ri" is read as "re-ma-ri", "me-na- ri" is read as "me-na-li", "ga-ru-da" is read as "ga-lu-da", and "ber-ma-in" becomes "bel-ma-in".

Based on the results of the word reading test, there are several students who still tend to replace letters and spell words. There are also some students who spell a word correctly but when saying the word the student changes letters, for example in the word "friend" to "friend". Apart from that, there are students who have difficulty reading words with 3 syllables, there is the letter "r" in the word and sometimes it is abbreviated, for example: "air" becomes "ail", "rumah" becomes "lumah", "chair" becomes "kulsi", "bird" becomes "bulung", "sun" becomes "matahali", and "clothing" becomes "pakyan".

Based on the test results on the aspect of reading sentences, there are several students who have difficulty reading words that are foreign to the students and there are several students who are still not careful when reading so that these students omit letters, change letters and even delete words, for example "pick up" which should be "pick up" , "brangkat" which should be "depart", "brapa" which should be "how much", and "salang" which should be "hose" "use" which should be "use", "out" which should be "out", "friend" which should be should be "friend", "hungry" should be "hungry", and "pay" should be "pay".

CONCLUSION

Based on the results of research and discussion regarding the initial reading abilities of first grade students at SD Indriasana Palembang, the following conclusions can be drawn; first, in terms of reading letters, as many as 98% of students achieved the "very good" criteria and 2% of students achieved the "good" criteria. Second, in the aspect of reading syllables, 98% of students met the "very good" criteria while 2% of students met the "fair" criteria. Third, in reading words, 92% of students achieved the "very good" criteria and 8% of students achieved the "fair" criteria. Fourth, in half aspects of reading sentences, 84% of students achieved the "very good" criteria, 11% of students achieved the "good" criteria, and 5% of students met the "fair" criteria. Apart from that, during the test, some students experienced difficulties such as lack of accuracy when reading the text, omitting letters and even words in the reading text, not being able to get the letter "r", and rushing because they felt embarrassed. On the other hand, there is one student who shows quite good progress but still needs guidance in reading practice.

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