

Shilfi Rohmatika, 2026, *Analisis Faktor Internal Penyebab Kesulitan Membaca Permulaan Pada Siswa Kelas III SDN Kraton 1 Bangkalan*, Fakultas Ilmu Pendidikan, Universitas Trunodjoyo Madura. Pembimbing Nova Estu Harsiwi. S, Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis faktor internal penyebab kesulitan membaca permulaan pada siswa kelas III SDN Kraton 1 Bangkalan. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Subjek penelitian terdiri atas tiga siswa yang mengalami kesulitan membaca permulaan dan satu guru kelas III. Teknik pengumpulan data dilakukan melalui tes membaca, observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data menggunakan triangulasi teknik dan triangulasi sumber. Hasil penelitian menunjukkan bahwa siswa mengalami kesulitan dalam mengenali dan membedakan huruf yang bentuknya hampir sama, membaca dengan cara mengeja, membaca kata dan kalimat sederhana secara kurang lancar, serta memahami isi bacaan. Faktor internal yang memengaruhi kesulitan membaca permulaan meliputi kemampuan fonologis, memori kerja, kemampuan bahasa lisan, perhatian, dan motivasi belajar. Upaya yang dilakukan guru untuk mengatasi kesulitan tersebut yaitu memberikan latihan membaca secara rutin, pendampingan khusus, dan tes diagnostik. Dengan demikian, kesulitan membaca permulaan dipengaruhi oleh berbagai faktor internal yang memerlukan penanganan secara berkelanjutan melalui kerja sama antara guru, sekolah, dan orang tua.

Kata kunci: faktor internal, kesulitan membaca permulaan, siswa sekolah dasar.

Shilfi Rohmatika, 2026, Analysis of Internal Factors Causing Early Reading Difficulties in 3rd Grade Students of SDN Kraton 1 Bangkalan, Faculty of Education, Trunodjoyo University Madura. Advisor Nova Aestu Harsiwi. S, Pd., M.Pd.

ABSTRACT

This study looks into the internal factors that make it hard for third-grade students at SDN Kraton 1 Bangkalan to learn to read. The research uses a qualitative approach with a case study design. The participants include three students having trouble with early reading and one third-grade teacher. Data was collected through reading tests, observations, interviews, and documentation. Data analysis followed the Miles and Huberman model, involving data reduction, data display, and drawing conclusions. To make sure the data is valid, we used technique and source triangulation.

Research results show that students have difficulty recognizing and distinguishing letters that look very similar, reading by spelling out, reading simple words and sentences less fluently, and understanding the content of what they read. Internal factors that affect early reading difficulties include phonological abilities, working memory, oral language skills, attention, and learning motivation. Efforts by teachers to overcome these difficulties include giving regular reading exercises, special guidance, and diagnostic tests. Thus, early reading difficulties are influenced by various internal factors that require ongoing handling through cooperation between teachers, schools, and parents.

Keywords: internal factors, early reading difficulties, elementary school students.