Analysis of Dominant Factors Affecting Reading Delay Reviewed from Internal and External Factors of Students

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Abstract

Education is the basis for a child's development and life in the future so that every child has various abilities and skills that are useful for the future. At the base of education there are several activities, one of which is reading. The most important ability for children is reading. The problem in this research is the reading delays experienced by high class students. The role of the teacher must be able to plan reading learning well so that students are able to make it a habit as something very interesting, and can be created through language games in teaching reading to students. By collecting library data from various trusted sources using the literature study method, it can be seen that there are several factors that cause students' reading delays. This research analyzes the forms of internal and external factors that cause sixth grade students to experience reading delays. The data collection technique used is data collected from various sources and the results of this research only apply to the cases investigated. This shows that reading delays are caused by a lack of interest in reading in sixth grade elementary school students in the low sense. From the level of student access to libraries, very few do. Students cannot read because they do not have reading knowledge. Factors that influence students' reading delays are internal and external factors, although not all students experience difficulties in beginning reading. It is hoped that with this research teachers can train students in reading.
Keywords: Parenting, Softskill Competence, Stoicism

Introduction

According to (Wulandari, 2020) In Indonesia there are often changes in the field of curriculum, this is due to the development of world science and technology, as well as the demands of the people in Indonesia who want an increase in human resources in order to produce quality human resources. This curriculum was designed with the aim of providing as much learning experience as possible in improving knowledge, attitudes, and skills. So that before getting formal education, children get the first education in the family environment. Education in the family is undertaken by children to gain experience and learning that will be applied if they have entered formal education. Education in the family is the main foundation for realizing the younger generation who have knowledge, skills, and have good ethics. According to (Sunariyadi & Yuni Andari, 2021) states that education is the basis for the development and life of children in the future so that each child has a variety of abilities and skills that are useful for the future.

On the basis of education there are several activities, one of which is reading. The most important skill for children is reading. The rapid development of science and technology can be followed from electronic media such as TV, radio, internet and others, and can also be followed through print media such as newspapers, magazines, journals and so on, by reading. Reading activities to be able to follow the development of science and technology are absolutely necessary, because by reading someone will get new information, knowledge, and experiences.

All that is gained through the reading will enable the person to be able to heighten his mind, sharpen his gaze, and broaden his horizons. So reading is an indispensable activity for anyone who wants to progress and improve their quality.

According to (Permatasari, 2021) Reading is an activity like spelling and reciting a piece of writing. This is in line with the understanding of reading in KBBI that reading is reciting and spelling what is in writing. According to (Fitri & Ummah, 2022) that there are two types of reading levels, namely beginning reading and advanced reading. Reading learning in grades I and II is the initial reading learning (initial stage) which will be the basis for further reading learning in grades III, IV, V, and VI. Through initial reading learning in grade I, students are expected to be able to recognize letters, syllables, words, sentences, and contexts. While beginning reading in grade II is expected students to develop and improve reading skills that have been taught in grade I, such as understanding reading content, knowing punctuation, and fluency in reading (Pridasari & Anafiah, 2022). The ability to read has a very close relationship with the academic field, because the ability to read is the basis for mastering knowledge in various fields of study. In the learning process, teachers really expect that students have the ability to read well and reading skills are the key to successful student progress. If at the age of children in the early reading learning period does not have the ability to read well, then the child will experience various difficulties in following learning in various fields of study in subsequent classes (Nikmah & Darwati, 2021). In line with opinion (Farida, 2022) that students who do not have good reading skills will have difficulty in following the learning process and will have difficulty in capturing and understanding information presented through various textbooks, books of supporting materials, and other written learning resources.

According to research conducted by PISA (Programme for International Student Assessment) in 2018, students in Indonesia are ranked 72nd with a score of 371. It can be seen from these results, that students in Indonesia have relatively low reading comprehension skills. In addition, according to the Progress in International Reading Literacy Study (PIRLS) research which is an international study on reading literacy (literacy) at the elementary school level, it shows the results that the reading literacy achievement of students in Indonesia is still below the international average. Indonesia is in 41st position out of 45 participating countries. So there are still many students in Indonesia who have low reading skills.

Through the literature study method which is research that relies on various literature to obtain research data and uses a qualitative approach because the data produced is in the form of words or descriptions. This article aims to explore the factors that influence learners' reading delay, both in terms of internal and external factors. Through the analysis of various sources in this study, problems were found from several students, one of whom is currently in grade VI. The problem experienced by teachers during teaching in class is that there is one student who has a reading delay. According to (Saputri, 2019) that the ability to read in normal children has appeared at the age of 6 to 7 years. While this grade VI student is already 11 years old and class VI is classified as advanced reading learning, where grade VI students should be proficient in reading, but in fact the student is still not fluent in reading or still spelling in reading. In addition, the student has a delay in remembering a reading he has read. So it can be concluded that it is true that the student has a delay in reading. The teachers in the school have provided maximum guidance to the student. However, students must also get guidance by their parents at home because reading delays can be caused by parenting given by parents. This is because parents are the closest people to children, so reading delays are also influenced by family environment factors.

Based on the background description above, a study entitled "Analysis of Dominant Factors Affecting Reading Delay in Review of Internal and External Factors of Student Participants" was

conducted so that it can be expected to be able to explore what factors cause students' reading delay problems. Therefore, researchers are interested in discussing more deeply about reading delays in terms of internal and external factors of students.

Method

The type of research used in this study is a literature study. This type of literature study research is research that relies on various literature to obtain research data and uses a qualitative approach because the data produced is in the form of words or descriptions. This study aims to analyze the factor of reading delay in grade VI elementary school students. The main instrument used in this study is the researcher himself who acts as a data collector. The supporting instrument in this study is in the form of interview guidelines with homeroom VI teachers, students, and parents to determine the factors of reading delay. The observation sheet consists of a teacher observation sheet and a student observation sheet. Teacher observation sheets are used to determine the learning process in class starting from learning models, media used by teachers to improve students' reading skills, while student observation sheets are used to determine reading activities during the learning process in class and to determine students' reading abilities and delays.

The data collection technique in this study was a semi-structured interview. The interviewees were grade VI elementary school students who experienced reading delays and parents. This interview aims to find more open problems, where the interviewee can give his opinion and ideas. Data analysis in literature study research is carried out by reducing data or discarding unnecessary data and organizing data so as to find the final conclusion of the study. The presentation of data is done by showing a collection of data or information that has been grouped and categorized to be able to make conclusions or actions. Verification or drawing conclusions in this study is carried out by comparing the results of observations and interviews, so that conclusions can be drawn about the factors of student reading delay. Researchers took data sources from 6 grade VI elementary school students who experienced reading delays, homeroom teachers, and parents of the students concerned.

Results

The results of the study aimed to obtain information about students' reading delay factors. This study also aims to find out what efforts teachers make in overcoming reading delays for grade VI students. Based on observations and interviews from 17 students, there were 6 students who were not fluent in reading. These students have difficulty in distinguishing and memorizing letters of the alphabet. Based on interviews with class teachers, teachers explained that they applied the reading method 15 minutes before learning began. Teachers hope that this method can increase student motivation and make students slowly able to read. While the results of interviews with parents showed that parents paid less attention to their children in learning. This is due to the educational background of parents who are only up to elementary school level and are influenced by family economic factors so that parents cannot take the time to accompany children to study at home. Judging from the results of interviews with several students who experienced reading delays, homeroom teachers, and parents, researchers can conclude that the reading delay factor of fifth grade students is influenced by several aspects.

Through the analysis of various sources in this study, it was observed that there were still some students who were not able to read while studying in class. Through perception, some students have had the option to read easily, but there are still students who need to spell per letter in a syllable, there are students who can understand syllables, and there are still students

who are still not worthy to read the fact that they are not yet able to remember letters without the need for educator direction. Students cannot read because they have no knowledge of letter sets, have not mastered letters well, and have not been able to spell words well. After all, students who are not fluent in reading will find it difficult to keep up with the educational process. After all, students who are not fluent in reading will find it difficult to keep up with the educational process.

Difficulties experienced by students when reading speed for example: difficulty reading fluently, choosing each word being read, low level of reading speed, lack of comprehension obtained in reading and physical disorders that unconsciously damage reading speed. Based on the results of interviews conducted with students that, some students think fast reading is difficult to understand and do because they have to read quickly but must be able to understand the content of the reading. From the results of interviews with teachers (teachers) that, learning difficulties experienced by students are generally seen with the release of student behavior abnormalities, for example happy to create noise in class and disturb the theme of learning. This condition is still very far from the purpose of learning to read, namely students are able to read effectively so that they have a good level of reading comprehension.

Discussion
Read

Reading is one of the keys to the success of achieving learning outcomes. Reading is one of the language skills in which there are four basic skills which include listening, speaking, reading, and writing (Rahma & Memonah, 2022). By reading we can gain new knowledge and insight and benefit from what has been understood the content of the reading through the writing and words contained in the reading. High reading skills and interest in reading are the basic capital for the success of 1children in various subjects. According to (Harianto, 2020) Reading is a process carried out and used by the reader to obtain the message to be conveyed by the author through words or written materials and understand the meaning contained in the written material. Reading is one of the skills, which views the essence—reading as a process—or activity that applies a set of skills in managing things read that capture meaning.

Reading is an activity of understanding meaning or understanding that is not just from a row of words that are expressed (*Reading the lines*), but rather the meaning behind the row between the rows (*Reading between the lines*) (Elendiana, 2020). Understanding reading according to (Munthe & Sitinjak, 2018) Reading is an activity or cognitive process that seeks to find various information contained in writing. According to (Wulanjani & Anggraeni, 2019) Reading is an activity to obtain information and deepen knowledge because it knows the meaning contained in the reading and interprets the text expressed in a reading. The purpose of reading is to form the reader's understanding of what is being read.

Based on some of the sources above regarding the understanding of reading, it can be concluded that reading is an activity carried out by readers to obtain various information and understand the meaning or meaning contained in the written material. The purpose of reading is to form the reader's understanding of1what is being read.

Reading Delay

Reading delays are also called dyslexia. In the Great Dictionary Indonesian the word "dyslexia" comes from the Greek: "*Dys*" which means difficulty and "*Lexis*" which means words. According to (Septiana Soleha et al., 2021) Reading delay is a condition when students are unable to identify words so that students have a slow reading speed and have low reading comprehension. Children who have delayed reading skills, have difficulty in interpreting or

recognizing letters or have difficulty in understanding the content of a reading are the definition of reading delays according to (Maghfiroh et al., 2019).

This reading delay also quickly forgets what he has read. Reading delay is a disorder or obstacle that causes an obstacle to a person's reading ability (Aryani & Fauziah, 2020). Children with reading delays often show unnatural reading attitudes or habits such as showing a tense, restless face, or repeatedly biting their lips. They also often show insecurity by refusing to read, crying, or trying to fight the teacher (Oktadiana, 2019). Children with reading delays often experience errors in recognizing words. Errors such as loss, insertion, replacement, reversal, mispronunciation, change of place, and not knowing letters or words.

So, based on some of the explanations above, it can be concluded that reading delay is an obstacle that causes inhibition of one's reading ability and difficulty in interpreting or recognizing letters so that students have a slow reading speed and low reading comprehension they have.

Types of Reading Delays

At the elementary school level, it turns out that there are still many problems with students who experience reading delays. The types of reading delays experienced by students vary. On research conducted by (Fauzi, 2018) That there are several types of reading delays in children such as difficulty in distinguishing letters, behavioral problems do not like to read, difficulty when reading letters that are almost the same as B and D, and reading word for word.

In line with opinion (Septiana Soleha et al., 2021), the type of reading delay is divided into 8 which are as follows.

1. Lack of knowing letters.
2. Confused by the order in which the letters are located. For example, "a-na" is pronounced "a-an".
3. Add sounds that don't exist. For example, "I" is pronounced "sayah".
4. Remove existing letters. For example, "already" is read "udah", "seven" is read "go".
5. Replace words. An example of "it" reads "this".
6. Repeating words. For example, "Ani went to Bali" read "Ani A... A... Ani goes to Bali".
7. Add words that are not in the reading. For example, "That's Ayu's house" reads "That's Ayu's house".
8. Omit words that are in the reading. For example, "This is Agus's house" read "This is Agus's house"

There are types of reading delays according to (Pridasari & Anafiah, 2022) which are as follows.

1. Pay less attention to punctuation when reading. The use of punctuation is very important in a sentence, if you do not pay attention to punctuation when reading-it can change the meaning in a sentence.
2. Errors in the omission or replacement of letters when spelling. When students are still spelling to read text, such as omission or substitution of letters while spelling. Because students spell quickly and pay less attention-letters sometimes mispronounce letters while reading.
3. Lack of students in recognizing letters. Students who still do not memorize letters sometimes also find it difficult to distinguish letters that are almost similar to the letters "b" and "d". Because students are still lacking in recognizing letters, it raises doubts when reading.
4. Difficulty pronouncing letters. Students are still not clear to mention letters such as the letter V and the letter F. This makes students stammer in reading.
5. Difficulty spelling if there are consonants in a word, both the location of the consonants in the middle and end of the word. This is because students are used to spelling by mentioning

syllables when reading. So, if there are consonants in the middle of the word, it will make it difficult for students to read and understand the meaning of the reading text.

6. Lack of memory of students. This can be seen from the results of the tests conducted so that when learning in class students still need guidance to spell the letters to be read.

From several theoretical explanations about the types of reading delays above, it can be concluded that the types of reading delays experienced by students are lack of recognizing letters, difficulty in distinguishing letters that are almost similar, difficulty spelling if there are consonants in the middle of a sentence, and difficulty in pronouncing similar letters.

Factors Causing Reading Delay

The cause of reading delay can be caused by various factors. As for the factors causing reading delay according to (Hendri, 2019) are as follows.

1. Internal Factors

   This internal factor is a factor that comes from oneself. The internal factors in question are as follows.

   a) Lack of Letter Recognition

   The difficulty of students' inability to recognize letters is one of the factors that cause reading delays. The inability to distinguish uppercase and lowercase letters falls into the category of difficulty. Students often experience vagueness in pronouncing a letter that is almost similar, especially like the letters b and d.

   b) Removing Letters

   The omission of one of the letters is often done by students who experience reading delays because they do not know letters, language sounds, and sentence forms. This omission is characterized by the student omitting 1or-not reading one letter from the word read, for example seven read towards.

   c) Read word for word

   Students who experience reading word for word usually pause after reading a word and do not immediately read the next word. This reading word for word is often caused by a lack of understanding the meaning of words or lack of fluency in reading. Reading word for word is indeed the initial stage in reading, but if the student does not progress let alone has stepped on high grade then the student is included in the reading delay.

2. External factors

   One of the factors that cause reading delays is from external factors. Where this external factor is a factor that occurs not from within oneself but from outside oneself such as family and school conditions.

   a) Family Circumstances

   The family is the first and foremost place of education. In a family environment, creating a sense of security and comfort is very important in a person's success in getting learning. Family becomes one of the drivers and motivates to learn. Therefore, parents should know that education first starts from the family. Cooperation and attention from parents can make children motivated so that children will study diligently.

   b) State of the School

   In schools the role of a teacher is very important, in the sense that the teacher is a parent of students at school and the teacher's attention to his students can advance the development of his students. Therefore, teachers must be required to master and have the right method in teaching. In addition, the way of presenting the material, the relationship between teachers and students, learning media, and supporting facilities in the school are also included in the school situation. If one of them is not good, it will affect student learning outcomes.

In addition, factors that cause reading delay according to (Udhiyanasari, 2019) which are as follows.

1) Internal Factors
   a) Reading Interest
      Interest in reading is something that arises consciously in children. Therefore, interest in reading in children needs to be developed. Interest in reading in children can develop if there is motivation and encouragement from parents or teachers.
   b) Motivation
      Children's learning activities will run smoothly if the child has great motivation when participating in learning. For example, children's motivation in reading, surely the child will be able to read fluently if there is motivation in him.
2) External factors
   In this external factor, the environment is very supportive in children's reading learning so that children love reading activities. This can be realized by providing clean and adequate school library facilities, so that students are happy and eager to do reading activities in the library.

According to (Ambarita et al., 2021) Shows that the factors causing children to experience reading delays are as follows.

1) Psychological factors
   Psychological factors consisting of: a) emotions, b) intelligence, c) self-concept, d) language skills, e) attitudes and interests, f) reading state, g) reading habits, h) knowledge of how to read, and i) knowledge previously possessed.
2) Intellectual Factors
   This factor includes the child's intelligence level, namely the student's low ability compared to his peers so that the student is slow in reading. This is due to the low interest in reading students both at school and at home. Students who experience delays in reading usually need more intensive help and support in the learning process. In addition to the problem of individual ability, observations show that teachers have not tried to use various learning resources and learning methods. Monotonous techniques may make students less likely to gain more learning experience. Children's intellectuality affects early reading skills. Children with better intellectual abilities tend to have better reading skills as well. This is understandable because early reading skills involve not only reading skills, but also language skills, such as the ability to speak, understand the meaning of words, and understand sentence structure. Children who have better intellectual abilities tend to have better language skills as well. They can understand the meaning of words better and faster, as well as have more knowledge of vocabulary and sentence structure. This can help them recognize words more quickly and understand the meaning of the readings they encounter. However, this does not mean that children with lower intellectual abilities cannot improve their early reading skills. With proper guidance and support from parents and teachers, children with lower intellectual abilities can improve their reading skills and even surpass children with higher intellectual abilities in terms of reading ability.
3) Socio-Economic Factors
   Socio-economic factors consisting of: a) social background and b) economic background.
4) External factors
   External factors are found in the school environment consisting of: a) improper implementation of education, and b) facilities provided.

5) Environmental Factors

The family environment is also one of the factors that greatly affect students' reading skills. Seeing the background of parents of students who only graduated from elementary school and have difficulty reading makes it difficult for students to study at home. The low economic situation of the family is also an inhibiting factor in reading, because parents will be busy working to meet the needs of the family. The desire of students to be able to learn with friends can be facilitated by applying a cooperative learning model with other friends. From observation, it does seem that how to teach reading is still not varied with more diverse sources. In this case, the role of the teacher is also very important in helping students who have difficulty in reading. Teachers can provide necessary help and support, such as providing reading materials that are appropriate to students' interests and reading abilities, providing appropriate reading practice, and paying special attention to students who have difficulty in reading. In addition, teachers can also work with parents or guardians to find the best solution in overcoming the problem of reading delays faced by students. Home mentoring is also very important in the student learning process, so that parents or guardians can provide the necessary support and assistance in the student's reading learning process.

Another factor that affects children's reading delay is also parental care. When someone has become a parent, then they will do and determine the parenting style that will be given to their children. The parenting style carried out by each parent has differences and care for children needs to be adjusted to the development of children. This happens because there are factors that affect the parenting style carried out in each family. Some factors that affect parenting according to (Khodijah, 2018) as follows.

1) Parents' Personalities

Every parent has differences in the level of patience, intelligence, and attitude. This personality will affect the ability of parents to meet the demands of parenthood and affect the parenting style that parents will give to their children.

2) Belief

The beliefs that parents have about parenting will influence the values of parenting and will affect the behavior of their children.

3) Similarities with Parenting Received by Parents

If parents feel that their parents were successful in applying parenting to children well, then they will use similar techniques in parenting.

According to (Sari et al., 2020) Factors that affect parenting include the following.

1) Education Level

The background of parents at a higher level of education in their care practice seems to have more experience and broad insight in seeing children's development through reading articles or journals on the internet. While parents who have a low level of education will have more authoritarian parenting attitudes and treat their children strictly.

2) Number of Children

Parents who have only 2 to 3 children tend to be more detailed in providing care, where the interaction between parents and children emphasizes more on child development and cooperation between family members.

3) Personality

Parents' personality factors greatly affect the parenting style of their children. Parents who are conservative or still provide traditional parenting in the old-fashioned way tend to treat their children strictly and curb their children.

Other factors that affect parenting according to (Lumenta et al., 2019) are as follows.

1) Residential Environment

    The factor that influences parents in applying parenting is the family living environment. If a family living in an urban area will tend to feel more worried and always control their children. One example is forbidding children to go anywhere alone. Whereas if a family lives in the countryside, chances are parents are not so worried if their children travel anywhere.

2) Socioeconomic Status

    Level/social differences in families cause differences in the way of parenting that is appropriate and acceptable to families.

From the explanation of the factors that cause reading delay above, it can be concluded that there are several factors that cause reading delay, namely, external factors and internal factors. External factors are factors that occur not from within oneself, but from outside oneself and internal factors are factors that occur from oneself. Where external factors include family, school, and socio-economic environments, while internal factors include psychological, intellectual internal factors, reading interest, motivation, lack of knowing and memorizing letters, eliminating letters, and still reading word for word. In addition, factors that affect parenting include parental education level, parental personality, living environment, and socioeconomic status.

Some solutions that can be applied to improve the reading ability of elementary school students include the following.

1. Applying effective learning methods: Teachers can apply more varied and creative learning methods so that students can be more interested in learning to read. For example, by using interactive and multimedia learning methods.

2. Provide intensive guidance and support: Teachers can provide intensive guidance and support to students who have difficulty in reading. This can be done by paying more attention to the student and giving specific tasks that can help improve the student's reading skills.

3. Involve parents in the learning process: Parents can be involved in the learning process of students at home. Teachers can provide advice and guidance for parents to assist their children in learning to read. For example, by reading together at home.

4. Provide varied reading materials: Providing varied and interesting reading materials can help increase students' reading interest. This can be done by providing story books, children's magazines, or short articles that suit the interests and age of students.

5. Have reading activities together: Having reading activities together such as reading groups or reading clubs can help increase students' interest in reading and broaden their horizons.

Based on the explanation above, it can be concluded that there are several solutions that can be applied to improve the reading ability of elementary school students, namely applying effective learning methods, providing intensive guidance and support, involving parents in the learning process, providing varied reading materials, and holding reading activities together. Teachers can apply more varied and creative learning methods, such as using interactive and multimedia learning methods so that students can be more interested in learning to read. In addition, teachers can provide intensive guidance and support to students who experience delays in reading.

Parents can also be involved in the learning process of students at home by reading together at home. Providing varied and interesting reading materials can help increase students' reading interest and holding reading activities together such as reading groups or reading clubs can help increase students' reading interest and broaden their horizons. By implementing these solutions consistently, it is expected to improve the reading skills of grade VI elementary school students and help them learn to read more effectively and efficiently.

Conclusion

The ability to read has a very close relationship with the academic field, because the ability to read is the basis for mastering knowledge in various fields of study. In the learning process, teachers really expect that students have the ability to read well and reading skills are the key to successful student progress. If at the age of children in the early reading learning period does not have the ability to read well, then the child will experience various difficulties in following learning in various fields of study in subsequent classes. Reading delay is an obstacle that causes inhibition of one's reading ability and difficulty in interpreting or recognizing letters so that students have a slow reading speed and low reading comprehension they have.

At the elementary school level, it turns out that there are still many problems with students who experience reading delays. The types of reading delays experienced by students vary. Some types of reading delays in children such as lack of knowing letters, difficulty in distinguishing letters that are almost similar, difficulty spelling if there are consonants in the middle of sentences, and difficulty in pronouncing similar letters. The cause of reading delay can be caused by various factors. Some of the factors that cause reading delay are, external factors and internal factors. External factors are factors that occur not from within oneself, but from outside oneself and internal factors are factors that occur from oneself. Where external factors include family, school, and socio-economic environments, while internal factors include psychological, intellectual factors, reading interest, motivation, lack of knowing and memorizing letters, eliminating letters, and still reading word for word.

Based on the process and results of research that has been done, suggestions that can be conveyed to school principals are advised to be able to maximize communication with teachers and parents to develop the ability of children who still experience reading delays. In this case, the Principal has the duty as a leader who always supervises all activities and conditions in the school both between teachers, employees, and students. Teachers are advised to be able to provide motivation and attention to students who experience reading delays. Teachers are also advised to improve communication with parents in order to control the development of students' reading skills both at school and at home. In addition, teachers must be able to understand the difficulties or obstacles experienced by their students by assessing these students. To other researchers, it is recommended that this study only discusses the factors that cause reading delay, so that further researchers can continue by examining aspects of reading delay in more detail.

There are several solutions that can be applied to improve the reading skills of elementary school students, namely applying effective learning methods, providing intensive guidance and support, involving parents in the learning process, providing varied reading materials, and holding reading activities together. Teachers can apply more varied and creative learning methods, such as using interactive and multimedia learning methods so that students can be more interested in learning to read. In addition, teachers can provide intensive guidance and support to students who experience delays in reading.

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