**Early Reading Difficulties : A Phenomena in Reading Problems**

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**abstract :** Early reading problems in one of challenging which faced by student in elementary school in Indonesia. This research purpose to find variety of challenging by student in early reading. 31 students with early reading problems who comes from 7 elementary school is use as respondent. Data collection is use by informal early reading test which validation with expert in special education needs and Bahasa Indonesia. Finding of this research is almost students with reading problems can read the letters, both vowel and consonant. They have problems in blending between letters become syllable and word.

**Key word** : Early Reading Difficulties, Reading Problems

Reading is a process of understanding written language symbols. Understanding these symbols is done through the process of decoding and understanding (Mercer & Mercer, 1989: 334; Lyster, 1999; 18). The decoding process is the process of converting from printed language into spoken language (Sadoski, 2004: 59). This process is the process that was first performed by someone when reading. After that, the reader will try to understand what he is reading. First process is early reading.

Reading is unnatural process (Lyon, 1997). this is obtained through a learning process that is designed in a planned manner. Its mean that reading skill must be teach by teacher or adult to children.

According from area of reading, reading difficulties is challenging of children to break the code (Tarigan, 2008) or understand the meaning. Early reading is part of the student's skill in breaking orthographic codes.

Teaching process in reading is one of the causes reading problems (Westwood, 2001). Others causes are phonological awareness (Pratt & Brady, 1988)(Stanovich, 2005) (Rochyadi, 2010) and visual perception (Spache, 1964), (English, 1981), (Lyster S. A., 1999), (Rochyadi, 2010) (Safaei, Bafrooee, & Yarmohammadian, 2014), (Mona P, Dhadwad, Yeradkar, Adhikari, & Setia, 2015).

Early reading problem is a phenomenon that is still a problem, especially in Indonesia elementary school. Problems is shown in spelling, omission of letters, insertion of letters, letter reversal, in pronouncing the letter, identify letters and arranging the order of the letters, the letters flipping, turning, remove the letters in words the wording, spelling out the stammering, mouthing the words wrong, haven't been able to read the double vowel, a diphthong, and a consonant cluster, not able to read the sentence, read choked-slowly, haven't been able to mention some consonants, yet can spell, reading is not as stated in the text, quickly forgot the words that have been read, additions and replacement of words, spelling out the time for quite a while, and haven't been able to read completely (Masroza, 2013) (Lili Kurniasih, Rosnita, Rustiarso, 2013) ( Pratiwi & Ariawan, 2017).

This research purpose is to find variety of challenge who faced with children with reading problems when they read. It could be same with predecessor research or we can meet other phenomenon.

**METHOD**

This research focus is studied the variety of challenges in early reading who faced by student with reading problems. The result is not for generalization. This research purpose to describe the phenomenon was happen in some school which being respondent.

All schools which being respondent choose according affordability. There were 7 school which being respondent of this research. All student who identified early reading problems by teacher were being respondent. There were 31 students who identified early reading problems by teacher report. They are grade 3,4 and 5.

Data was collecting by test. Test was validated by expert judgment. They were specialist in special education especially in learning difficulties and Bahasa Indonesia.

Data analysis are tabulation and description statistical. Tabulation is used to describe variation of reading challenges in student. Description statistical is used to describe presentation of challenges.

**Result and Finding**

**Result**

Data’s in table 1 shown that is a student in reading vocal has score below 60. It’s meaning that 0.03% student who have problem to read vocal. 16% students has problem to read consonant. 11 or 35 % student has problem to read syllable in CV pattern. 20 or 64 % student has problem to read syllable in CVC pattern. 29 or 93 % student have problem to decode the word. According with the data so the difficulties who faced with student who have reading problems are read consonant, syllable in CV and CVC pattern.

decode skill in reading syllables and word. Even they know sound of letter, they still can’t decode the syllables and word.

Other finding, the research result shown that there were students who can read letters and syllables but they still can read the word and sentence. All of those phenomena are almost a narrow space to discuss in Indonesia context about early reading.

**Discuss**

There are phenomenon appear in this research. First, there is not guarantee That student who can read letters can read syllables and word. Second, there are students who can read letters and syllables

but they can read words.

**Table 1. Early Reading Skills Score**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Nama | Aspek Membaca Permulaan | | | | Dekoding |
| Membaca Awal | | | |
| Vokal | Konsonan | Suku Kata | |
| KV | KVK |
| 1 | a | 100 | 89,47 | 100 | 70 | 56,67 |
| 2 | b | 100 | 78,95 | 70 | 30 | 36,67 |
| 3 | c | 100 | 78,95 | 50 | 40 | 23,33 |
| 4 | d | 100 | 73,68 | 80 | 80 | 50,00 |
| 5 | e | 100 | 63,16 | 90 | 90 | 43,33 |
| 6 | f | 100 | 73,68 | 70 | 40 | 36,67 |
| 7 | g | 100 | 100,00 | 90 | 50 | 53,33 |
| 8 | h | 80 | 42,11 | 50 | 30 | 36,67 |
| 9 | i | 100 | 52,63 | 50 | 10 | 20,00 |
| 10 | j | 100 | 68,42 | 60 | 40 | 20,00 |
| 11 | k | 100 | 84,21 | 60 | 80 | 70,00 |
| 12 | l | 100 | 47,37 | 30 | 40 | 43,33 |
| 13 | m | 100 | 78,95 | 40 | 40 | 26,67 |
| 14 | n | 100 | 100,00 | 0 | 20 | 40,00 |
| 15 | o | 100 | 89,47 | 70 | 30 | 26,67 |
| 16 | p | 100 | 100,00 | 70 | 90 | 50,00 |
| 17 | q | 80 | 94,74 | 60 | 90 | 46,67 |
| 18 | r | 100 | 100,00 | 100 | 90 | 30,00 |
| 19 | s | 100 | 100,00 | 60 | 40 | 23,33 |
| 20 | t | 0 | 0,00 | 30 | 10 | 0,00 |
| 21 | u | 100 | 100,00 | 100 | 80 | 63,33 |
| 22 | v | 80 | 68,42 | 70 | 50 | 40,00 |
| 23 | w | 60 | 63,16 | 50 | 40 | 46,67 |
| 24 | x | 80 | 73,68 | 70 | 50 | 50,00 |
| 25 | y | 80 | 84,21 | 80 | 60 | 43,33 |
| 26 | z | 60 | 68,42 | 60 | 50 | 33,33 |
| 27 | aa | 60 | 47,37 | 20 | 30 | 40,00 |
| 28 | ab | 80 | 100,00 | 30 | 40 | 36,67 |
| 29 | ac | 100 | 100,00 | 40 | 20 | 10,00 |
| 30 | ad | 100 | 100,00 | 70 | 40 | 10,00 |
| 31 | ae | 60 | 52,63 | 30 | 40 | 46,67 |

Research found that 96% students scan read vocal and 83% of students can read consonant. In other side there were 64% of student having problems in reading syllables with CV patterns, and 32% of students having problems in reading syllables with CVC patterns. Another found, there were 9 students who can read letters and syllables but having problems to decoding.

**Findings**

Result shown that there were not guaranteed reading letters skill that student have, can made that the students have a

Laubach (2013) and Gleason & Ratner (1998) suggest that learning to read is more effective without naming of letter in first time. Schlutz (2015) in her research found that teaching letter sound is effectiveto teach children about letters. Paige, et.al (2018), found that there were not all children can read letters when they taught name of letters. All of research finding explain that to teach children to read, the best way isn’t give the children teaching the name of letters as learning experience in the first time.

Reading is part of language aspect. It’s mean that reading is part of language activity. It will be differentiation between one language and others. If we look the root of Bahasa Indonesia, it’s difference with English. Roots of Bahasa Indonesia is Malay. Bahasa Indonesia and Malay have similarity that formation of word is syllabic (Lee, Low, & Mohamed, 2013). It’s mean that every consonant must followed by vocal. Laubach (2013) found that,

the Malayan people of Sumatra write their friends in Singapore, they have to use Arabic letter because Dutch and English Romanized letter have such different pronunciations that they cannot read one another’s letters, if Romanized

The traditional script in Nusantara called Devanāgarī in Sanskerta. Principles of the letters is all vocal is phonemic and all the consonant is syllabic (Suryati, 2016). it’s mean that vocal can dependent as syllable and consonant should followed by vocal to be syllabic. This principle have similarity with Bahasa Indonesia. In Bahasa Indonesia, there is one syllable and it’s vocal (Alwi, Dardjowidjojo, Lapoliwa, & Moeliono, 2014). Therefore in Bahasa Indonesia there is principles in reading, there is one or more letters to represent spoken utterance.

In Bahasa Indonesia subject at elementary school curriculum document, letter naming is the first learning experienced when the student in grade I (Kementerian Pendidikan dan Kebudayaan, 2016). It’s contradiction between the nature of spoken in Bahasa and guidelines how to teach reading in grade one. It might be the answer that why student with early reading problems can read the letters but can blending to be syllable and word.

Furthermore, there are students who have problem in decode. Beck & Juel (2002) in their article said that word recognition is base of decode the word. It’s mean that experience in language plays in important rules. But some children lived at environment which rich of language. Congested area of people living is rich language environment. In Indonesia, people who lived in congested area are average-below economic condition. Social interaction in average-below community more rich than higher community. Children can play with others without limitation. It is good side for language development. Almost student who being respondent of this research are come from average-below community. Change of language problems especially in vocabulary is small chance.

Learning needs strategy to understand what we learn. It is including learning to read. Strategy in learning is come from learning experience. The question is, have the children experience how to decode the word ? Johnsen and SkjØrten (2003) said that learning difficulties can overcome by the change method of teaching. It’s mean that student need other strategy how to read the word. Is it happen in Indonesian school?.

**Conclusion**

Variety of challenge who faced by student with early reading problems are blending letters to be syllable and decode the word. Some students have challenge in reading consonant. The interesting what finding in this research is almost student with reading problems can read the letters. It can be conclusion that there is not guarantee if student can read letters automatically can read syllable and word. All this research is in Indonesia context.

**Suggestion**

For the future, research have to uncover why does almost student with reading difficulties can read the letters but they can read syllable and word in Indonesian context? And why some other students can read with the same method which student with reading problems taught?

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