



FACTORS OF LACK OF READING ABILITY AMONG SEVERELY IMPROVED STUDENTS IN CLASS V OF PAYA KULBI STATE PRIMARY SCHOOL

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Abstract

This research method uses descriptive qualitative which focuses on the natural conditions of objects for students (Sf). The aim of this research is to determine the factors that cause a lack of reading ability (Sf). Based on what happened in the field, there was a problem with the reading ability of one of the students in class V of Paya Kulbi State Elementary School, namely (Sf), who was known to have a mild mental retardation as seen from his learning ability and reading difficulties. Reading ability is the student's ability to recognize letters and words, then connect them with sounds and understand the meaning of what is read and this cannot be done by (Sf). Mental retardation is an intelligence ability below average so that students who experience mental retardation have great difficulty understanding learning. The results of research using observations and interviews found that the factors causing the lack of reading ability in (Sf) consisted of endogenous and exogenous factors, where from endogenous, namely there were mentally retarded hereditary cells from the mother, and from exogenous, namely students did not receive support from their parents to hone their abilities. learn it.

Keywords: *reading ability, mild mental retardation*

A. Introduction

Reading is not only an activity of sounding out letters, but also gives meaning to the writing that is read, so that students will be able to think about what they read. Learning to read to students must always start from the context and use of language that can be easily accepted by students and not just provide words without context and understanding (godman, et al: 2019) in (Windarti, 2012). Reading ability is the student's ability to recognize letters and words and then connect them with sounds, as well as understand the meaning of the writing they read, which begins with the ability to hear the letters correctly and accurately (Windarti, 2012). There are many problems in the world of education that can cause students' low learning abilities, seen from the smallest things such as inadequate school facilities and infrastructure (Willott & Larkin, 2008). The level of quality of human resources can be improved through education. Not only that, education also has a very important factor in the development of the nation and state. One of the main factors in achieving success in any field, whether in the form of study, work, hobby or any activity, is interest. Great interest will encourage individuals to do better things. Interest gives birth to attention and this allows someone to persist in working on something for a long time. The development of science and technology demands the creation of a society that likes literacy, reading and writing (Narut & Supradi, 2019). People who like reading and writing gain new knowledge and insights that will further increase their intelligence so that they are better able to answer life's challenges in the future.

Based on the author's teaching experience in class V of Paya Kulbi State Elementary School from observations and identification, there was 1 student with mild mental retardation (Sf) who experienced difficulty in

following the lesson, especially when reading. Judging from the results of the teacher's assessment in the previous class, Sf was able to remember vowel letters for a certain period of time, but did not understand and often swapped letters when asked to read by the teacher. This caused SF not to understand the reading in the printed book that was being studied, which made SF lag far behind his friends and even missed classes several times. Many terms are used to refer to those whose intelligence is below average. In Indonesian, terms that have been used include weak brain, weak memory, weak mind, mental retardation, mentally retarded, mentally handicapped, and mentally retarded. In foreign languages (English) it is known as mental retardation, mental deficiency, mentally handicapped, feebleminded, mental subnormality (Moh. Amin, 1995: 20) in(Rochyadi, 2012).

The terminology in Indonesia regarding people with mental retardation has developed, namely, weak-minded (used around 1967), mentally retarded (used from 1967 to 1983), and mentally retarded (used from 1983 until now) (Rochyadi, 2012). All of these terms refer to the same meaning, namely describing the condition of late and limited development of a person's intelligence in such a way when compared to the average or students in general accompanied by limitations in adaptive behavior. This condition occurs during development. Mental retardation refers to general intellectual function that is significantly below average (normal) along with deficiencies in adaptive behavior and all of this occurs (manifests) during development. In line with this definition, AFMR (Vivian Navaratnam, 1987:403) outlines that a person who is categorized as mentally retarded must exceed the components of his/her intelligence which is clearly below average, the inability to adapt to the norms and demands that apply in society.(Rochyadi, 2012). A person becomes

mentally retarded due to various factors. Experts divide these causal factors into several groups. Strauss divides the factors causing mental retardation into two groups, namely endogenous and exogenous. Endogenous factors if the cause is located in the hereditary cells and endogenous factors are things outside the hereditary cells, for example infections, viruses attacking the brain, hard head impacts, radiation, etc. (Moh. Amin, 1995: 62) in(Rochyadi, 2012).

B. Method

The approach used in this research is a descriptive qualitative approach. Sugiyono (2016:15) in (Iii & Research, 2016)stated that the qualitative research method is a method that is based on the philosophy of postpositivism, qualitative research methods are used for research that focuses on the natural conditions of objects. Apart from that, it uses data collection techniques with triangulation (combination), inductive or qualitative analysis. The results obtained from using qualitative research itself emphasize the meaning of generalization.

By using qualitative research methods in this study, it is hoped that we will be able to obtain detailed information regarding the research carried out by researchers, namely the factors behind the lack of reading ability in mildly mentally retarded students in class V of Paya Kulbi State Elementary School. The subject in this research is SF who is 13 years old and currently occupies class V at Paya Kulbi State Elementary School.

C. Finding and Discussion

Teachers as facilitators during learning must be active and creative in increasing students' learning motivation. Teachers must be able to design the learning process and present material creatively and

innovatively. There are many steps that teachers can use to increase student learning motivation. One way is by using interesting learning media. Interesting learning media can attract students' attention so that it can increase students' learning motivation. The application of learning media as a learning resource is expected to increase student understanding accompanied by increased learning achievement. Apart from that, teachers can also use various learning methods with the aim of making learning not boring. However, it is different with SF who has low learning abilities so he cannot keep up with the abilities of students his age. Because of this, the author sees the characteristics of mental retardation found in SF, namely:

1. Intellectual

Namely, the intelligence level of people with mental retardation is always below the average of their peers. His intelligence development is also very limited. Generally, they are only able to reach the mental age level of fourth grade elementary school students or some are even only able to reach the mental age level of pre-school students.

2. Social

SF students' social skills experience delays. This is indicated by SF's low ability to care for, maintain and lead himself so that he is often unable to socialize with other people normally.

3. Mental Functions

SF has difficulty concentrating, his attention span is very narrow and he switches quickly so he is less able to face tasks.

4. Ability in the Academic Field.

SF finds it difficult to learn anything academic, especially reading and arithmetic. However, this can be overcome by providing basic, intensive and consistent learning assistance.

5. Personality and Organizational Ability.

SF has low self-confidence because he is unable to control himself and depends on other people. This has an impact on very poor organizational abilities.

Reading ability really determines how students can follow the lesson and understand the learning material well. Students' reading ability is also closely related to how the teacher teaches and guides them during some time in the classroom. The low reading ability of normal students can be seen from their willingness and support, while the low reading ability of mentally retarded students can be seen from how teachers guide them well and what factors cause mentally retarded students at Paya Kulbi State Elementary School to have difficulty developing.

Students (SF) still have difficulty in activities that require intellectual intelligence and still find it difficult to read well, so this triggers behavioral difficulties in learning and understanding learning material. Causes in a biological perspective are factors that cause low reading ability behavior caused by hormonal and chemical abnormalities in the body, abnormalities obtained from hereditary factors or due to disease, in this perspective parents explain that the things that SF usually does are normal things for students of their age. . His parents, especially his mother, admitted that SF never practiced his reading skills at home and SF's mother also never guided him in studying because SF's mother also couldn't read. From information from the public and friends around

SF, the author received information that the mental retardation that occurs in SF is also based on hereditary or endogenous factors from the mother.

D. Conclusion

The following is the final presentation regarding the discovery of a lack of reading ability in class V students at Paya Kulbi State Elementary School. The factors causing the behavior of lack of reading ability can be concluded into two, namely from an endogenous perspective and an exogenous perspective. The following is the explanation: Based on the causal factors seen from the student's endogenous perspective due to the disability they experience, students still have difficulty remembering and understanding reading material in learning. This happens because the language skills and understanding of foster students are not good, as a result they have difficulty following the learning and understanding the meaning of the reading. This problem makes students experience obstacles in learning. Based on the causal factors seen from a cognitive perspective based on heredity, reading difficulties occur due to genetic cell factors in the mother who also experiences mental retardation.

Based on the causal factors seen from an exogenous perspective, students' lack of reading ability is also due to a very lack of support from the family, especially parents, in paying attention to students' academic abilities. In the family environment, students do not receive guidance, especially in reading, due to the parents' lack of attention to teaching and accompanied by the mother's ability to not be able to read. So while at home students just play without taking time to learn to read. This affects students' ability to read. The time spent at school is not enough if it is only used to focus on teaching students to read without participating in

learning according to curriculum demands. Not infrequently the author also provides additional time, such as during break times and after school hours, with the aim of continuing to hone the reading skills of these mentally retarded students. This problem causes students to lag behind in their cognitive abilities, especially in their reading skills, making it difficult for them to take learning to a more difficult level.

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