

ABSTRAK

Ria Aulianissa Nur Fitria. 2026. *Analisis Kesulitan Membaca pada Siswa Kelas II (Studi Kasus di SDN Karas 1 Kabupaten Magetan)*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, UNIVERSITAS PGRI MADIUN. Pembimbing (I) Dr. Dewi Tryanasari, M.Pd. Pembimbing (II) Dr. Sri Budyartati, M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan secara mendalam bentuk-bentuk kesulitan membaca yang dialami siswa kelas II SDN Karas 1 Kabupaten Magetan, mendeskripsikan aktivitas membaca siswa di sekolah dan di rumah, serta mengidentifikasi faktor-faktor penyebab kesulitan membaca. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Sumber data penelitian terdiri atas satu siswa kelas II yang mengalami kesulitan membaca sebagai subjek penelitian, guru kelas II, orang tua siswa, serta dokumen pendukung berupa hasil membaca siswa, hasil observasi, foto, video, dan dokumen pembelajaran. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Data dianalisis menggunakan model analisis interaktif Miles, Huberman, dan Saldaña yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa siswa mengalami kesulitan dalam mengenali huruf dan bunyi huruf, membaca suku kata, membaca kata dan kalimat sederhana, membaca dengan lancar, serta memahami isi bacaan. Aktivitas membaca siswa di sekolah menunjukkan bahwa siswa masih memerlukan bimbingan guru secara intensif, sedangkan aktivitas membaca di rumah belum dilakukan secara rutin karena pendampingan orang tua masih terbatas. Faktor penyebab kesulitan membaca meliputi faktor internal, yaitu kemampuan berkonsentrasi yang rendah, kurangnya rasa percaya diri, rendahnya minat dan motivasi membaca, serta kendala pada kemampuan kognitif siswa, dan faktor eksternal, yaitu strategi pembelajaran guru, keterbatasan pendampingan orang tua, serta lingkungan belajar yang kurang mendukung pembiasaan membaca. Oleh karena itu, diperlukan kerja sama yang berkesinambungan antara guru, orang tua, dan sekolah melalui pembelajaran yang lebih bervariasi, pendampingan membaca secara intensif, serta pembiasaan kegiatan literasi di sekolah maupun di rumah.

Kata kunci: kesulitan membaca, membaca permulaan, aktivitas membaca, studi kasus, sekolah dasar.

ABSTRAK

Ria Aulianissa Nur Fitria. 2026. *An Analysis of Reading Difficulties Among Second Grade Students (A Case Study at SDN Karas 1, Magetan Regency)*. Undergraduate Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisor (I) Dr. Dewi Tryanasari, M.Pd. Advisor (II) Dr. Sri Budyartati, M.Pd.

This study aimed to provide an in-depth description of the reading difficulties experienced by second-grade students at SDN Karas 1, Magetan Regency, to describe students' reading activities both at school and at home, and to identify the factors causing reading difficulties. This study employed a qualitative approach using a case study design. The data sources consisted of one second-grade student experiencing reading difficulties as the research subject, the second-grade classroom teacher, the student's parents, and supporting documents, including students' reading assessment results, observation records, photographs, videos, and other learning documents. Data were collected through observation, interviews, and documentation. The data were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing. Data trustworthiness was ensured through source triangulation and technique triangulation. The findings revealed that the student experienced difficulties in recognizing letters and letter sounds, reading syllables, reading words and simple sentences, achieving reading fluency, and comprehending reading texts. The student's reading activities at school indicated that intensive guidance from the teacher was still required, while reading activities at home were not carried out regularly due to limited parental assistance. The factors contributing to reading difficulties consisted of internal factors, including low concentration, lack of self-confidence, low reading interest and motivation, and limitations in cognitive ability, as well as external factors, including teachers' instructional strategies, limited parental support, and a learning environment that was less supportive of developing reading habits. Therefore, continuous collaboration among teachers, parents, and schools is necessary through more varied instructional strategies, intensive reading assistance, and the establishment of literacy habits both at school and at home.

Keywords: reading difficulties, beginning reading, reading activities, case study, elementary school.