



Student's Reading Skills on The Lhokseumawe Coast: A Case Study at State Elementary School 15 Banda Sakti

Reading Skills of Students at Lhokseumawe Beach: A Case Study at SD Negeri 15 Banda Sakti

^{1)*} **Faiza Khalila**, ²⁾ **Muhammad Iqbal**, ³⁾ **Juni Ahyar**

¹²³ Universitas Malikussaleh, Indonesia

E-mail: faiza.200740078@mhs.unimal.ac.id, iqbal@unimal.ac.id, juniahayar@unimal.ac.id

*Correspondence: Faiza Khalila

DOI:

10.59141/comserva.v4i7.2596

ABSTRAK

Penelitian ini bertujuan untuk menganalisis permasalahan kemampuan membaca siswa di pesisir Lhokseumawe di SD Negeri Banda Sakti 15. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Sampel penelitian dipilih menggunakan purposive sampling yang melibatkan 10 siswa kelas lima, 10 orang orang tua dan 1 orang guru. Data dikumpulkan melalui tes bacaan, wawancara dan dianalisis melalui tiga tahap, yaitu reduksi data, penyajian data dan penarikan kesimpulan. Fokus utama penelitian adalah kefasihan, kejernihan suara, pengucapan dan intonasi. Triangulasi waktu digunakan untuk menguji validitas data. Penelitian ini dilakukan pada 29 Mei s.d. 29 Juni 2024 di Desa Ujong Blang, Kecamatan Banda Sakti, Kota Lhokseumawe. Hasil penelitian menunjukkan bahwa tingkat keterampilan membaca siswa sangat bervariasi. Sebanyak lima dari sepuluh siswa menunjukkan kesulitan yang signifikan dalam membaca, yang disebabkan oleh faktor-faktor seperti kesulitan mengenali dan menggabungkan huruf menjadi kata, serta membaca kata demi kata tanpa pemahaman yang komprehensif. Hal ini mencerminkan bahwa sebagian besar masih pada tahap dasar dan belum mencapai kemahiran membaca. Temuan ini menekankan pentingnya kolaborasi antara orang tua dan sekolah untuk menciptakan lingkungan yang mendukung pengembangan keterampilan membaca siswa baik di rumah maupun di sekolah.

Kata kunci: reading skills; elementary students; Lhokseumawe

ABSTRACT

This study aims to analyze the problems of reading ability of students on the coast of Lhokseumawe at SD Negeri Banda Sakti 15. This study uses a qualitative approach with a case study method. The research sample was selected using purposive sampling involving 10 fifth-grade students, 10 parents and 1 teacher. Data was collected through reading tests, interviews and analyzed through three stages, namely data reduction, data presentation and conclusion drawn. The main focus of the research is fluency, voice clarity, pronunciation and intonation. Time triangulation is used to test the validity of the data. This research was conducted from May 29 to June 29, 2024 in Ujong Blang Village, Banda Sakti District, Lhokseumawe City. The results of the study show that the level of students' reading skills varies greatly. As many as five out of ten students showed significant difficulty in reading, which was caused by factors such as difficulty recognizing and combining letters into words, as well as reading word for word without comprehensive comprehension. This reflects that most are still at the basic stage and have not yet reached reading proficiency. These findings emphasize the importance of collaboration between parents and schools to create an environment that supports the development of students' reading skills both at home and at school.

Keywords: reading skills; elementary school students; Lhokseumawe

INTRODUCTION

Indonesian people who depend on sea waters as one of the main sources of the community's economy to live their lives, coastal communities who mostly depend on marine products as their main livelihood to fulfill their daily needs, work as fishermen, pond farmers, fish traders, and people who manage coastal areas for tourism. The coastal area is the area where land and sea meet. Towards the land, the coastal area includes parts of the plain, both dry and submerged in tidal water, which are influenced by the characteristics of the sea, such as tides, sea breezes and salt water seepage (Misbahuddin, 2017).

Looking at the history of Indonesia, which was previously known as an archipelagic country which was known as a prosperous maritime country with rich and reliable coastal communities. One of the famous centers of cultural civilization is the richest maritime kingdom, namely the Srivijaya kingdom. Having good human resources so that we can become an independent society and be able to compete to achieve prosperity. However, currently coastal communities are a group of people who are disadvantaged and disadvantaged economically and educationally, as is the case with coastal communities on Jln Tgk Di, Gampong Ujong Blang, Banda Sakti District, Lhokseumawe City.

Education is an important component in the process of building basic things. The goal of educational development is to ensure that human resources can be developed to high quality standards. Education can be seen as a process of changing the behavior of a student into an adult who can live independently and become a member of the surrounding community. The environment is everything that is around the child, whether in the form of objects, events or social conditions, especially those that can have a strong influence on the child, namely the environment where the educational process takes place and where the child socializes in activities daily (Puspitarini, 2014).

Children tend to absorb information and social norms from the environment around them such as behavior patterns, social norms, role models and the quality of relationships between children and parents as well as children and children which can shape children's attitudes, values and behavior. The family is the first social group in human life, where he learns and expresses himself as a social human in interaction with his group, including the formation of social norms and interaction relations with his group. In the family, father and mother act as educators and children as educators. Lack of support or motivation from family and the environment can make children feel unappreciated or unmotivated to learn (Awaru 2021). Lack of support can hinder children's interest in learning and reduce their motivation to gain knowledge through literacy. If a child has a low level of reading ability and interest in learning, it can have several consequences such as increasing poverty rates and increasing crime rates in a country.

Reading is an activity or a cognitive process that attempts to find various information contained in writing (Dalman, 2014). Reading skills are very important for students living in communities around the coast because they open access to wider knowledge, help in understanding information, and can improve their skills beyond just working as fishermen. The lack of reading skills in communities around the coast can have a negative impact on their ability to compete in the labor market, and hinder their ability to earn sufficient income to meet their daily living needs (Wassalwa, 2021). The majority of coastal communities work as fishermen, and this situation reflects the reality where coastal children are often involved in fishing work from an early age to help their families.

Children must get into the habit of reading to improve their intelligence in reading skills. This is in accordance with what has been designed by the Ministry of Education and Culture, Mr Nadiem Anwar Makarim, namely the importance of learning to read as stated in Law No. 19 of 2005 concerning National Education Standards article 6 paragraph 5 which states that the SD/MI/SDLB/Package A curriculum and syllabus or other equivalent forms emphasize the importance of skills and passion for

reading and writing, numeracy skills, and communication skills. The government has adopted a policy to teach reading in schools from elementary to high school, through the National Education Service.

Apart from that, low levels of education can also worsen the economic situation of coastal communities. Poverty is considered to be the main factor that is accused of causing children to be lazy about going to school and there are also children who do not want to go to school because of a lack of attention, this happens because their income is uncertain (Yusuf, et al. 2020). Additionally, in some places, children may feel unappreciated or unmotivated to learn due to a lack of support from their family and environment. This can cause negative attitudes towards education and encourage them to leave school. Education is an activity that maximizes the potential, abilities and characteristics of students. Educational activities are directed at realizing the goals of education which include: developing aspects of personality, developing community abilities, developing the ability to continue studies and developing skills and readiness to work (Sukmadinata, 2014).

The main aim of this research is to find out more about students' reading skills and the role of parents and schools in supporting students' reading skills on the Lhokseumawe coast. This study further seeks to explore the activities-related habits and learning motivation that students have, such as their study time at home, and how parents and schools overcome the challenges of these students' reading skills. The benefits of this research are varied. For students, it is hoped that it can provide an understanding of the importance of education and learning, especially in language skills, namely reading skills. For parents, it is hoped that this can provide understanding to parents to always pay attention to their children. For researchers, it is hoped that it can provide knowledge to develop individuals who are responsive in looking at educational problems for children in the family.

RESEARCH METHODS

This research uses qualitative methods with a case study approach. Qualitative research tends to collect data in the field at locations where participants experience the problem or issue being studied (Cresswell, 2018:298). Researchers typically send instruments for individuals to complete. Information is collected by talking directly to people and observing their behavior in acting in accordance with the context of the main characteristics of qualitative research. Case study research is more intensive and in-depth research aimed at obtaining a complete picture of the subject under study with the scope of the research covering the whole of life or just certain aspects (Azwar, 2017). The data source is a collection of information that comes from experience, which can be in the form of numbers, symbols or characteristics, (Bahri, 2018)

This research uses several techniques in collecting data, namely test and interview techniques. The test was carried out by 10 students by reading descriptive text from a class V Indonesian language book to get the results of students' reading skills, with the aim of digging deeper into the reading abilities of students on the Lhokseumawe coast. Apart from that, an interview is a situation when the interviewer asks questions designed to obtain answers that are relevant to the research problem (Abidin, 2021:874). In this research, interview techniques were used to obtain answers regarding the role of parents and schools. The interview will use 11 sources, namely 10 biological parents of students and 1 homeroom teacher representing the school. Data collection instruments are tools used to measure a phenomenon or data that you want to collect (Sugiyono, 2018).

RESULTS AND DISCUSSIONS

Results of Analysis of Students' Reading Skills

The reading skills of students on the coast of Lhokseumawe at elementary school 15 Banda Sakti class V show results indicating that the majority of students still need special attention to achieve reading proficiency. the main problems faced by students who cannot read fluently due to the student's

inability to master all assessment indicators such as fluency, clarity of voice, pronunciation and intonation (Akhadiah, 2018:219). This research was conducted in Ujong Blang Village, Kec. Banda Sakti, Lhokseumawe City. Test result data was collected from 29 May to 7 June 2024. This research carried out a reading test on 10 students in class V of Banda Sakti 15 State Elementary School. The reason the researcher chose these 10 students was because they considered the effectiveness of their answers which would later be used as data for this research.

Tabel 1. Collection of Reading Test Results Findings

No.	Indicator	Findings	Instrument
1.	Reading Fluency	<ul style="list-style-type: none"> - Difficulty in reading is caused by frequently omitting one letter from the words that are read, for example the word "<i>mengonsumsi</i>" is read as "<i>mengosumsi</i>". Usually this is done because of the student's inability to pronounce the letters that form words. - Students with the initials ZM and SB, experience difficulties in reading word by word, usually this type of difficulty stops after reading one word but is not immediately followed by the next word. Examples include difficulty reading the consonant combination word "<i>co..co..cok..coke...cokelat</i>" 	Reading Test with Muhammad Apis, Zakila Munarah, Samsul Bahri.
2.	Clarity of Voice	<ul style="list-style-type: none"> - His voice was unclear. The student with the initials MR looked doubtful and afraid when he found a combination of two consonants and a diphthong. Because MR is still spelling and hesitates when reading, this results in the letters being read being less clear, coupled with the fear of making mistakes. - His voice was unclear when pronouncing simple words and sentences, when reading his voice is very soft because the student with the initials ZM and HK is very shy. 	Reading Test with Muhammad Razikun, and Hisfa Kisya.
3.	Pronunciation	<ul style="list-style-type: none"> - Pronunciation is less natural, it still shows regional characteristics, especially when encountering the consonant /s/ as in the words "<i>sampai</i>" is read as "<i>tsampai</i>". Students with the initials SB and MR are also still not very precise in reading. 	Reading Test with Samsul Bahri and Muhammad Razikun.
4.	Intonation	<ul style="list-style-type: none"> - Lack of use of intonation, because they are still not fluent in reading so they tend to focus on word recognition. Students with the initials RM, JA, MR, SB and ZM are too focused on spelling so they don't pay attention to punctuation which results in poor intonation in their reading. 	Reading Test with Riski Maulana, Jumazil Azam, Muhammad Razikun, and Zakila Munarah.

Students often read hesitantly and falter due to lack of confidence and doubts about their abilities (Mulyono, 2020). Some of them have students who are shy, this trait has a significant impact on their reading skills at school. Shy students tend to be less active in participating in learning activities

including reading skills in class which reduces their opportunities to practice and receive constructive feedback. Shyness is a trait that makes children tend to be less skilled, less confident, and not adapt to their environment (Novi, 2015). Overall, the main problem faced by students who are not yet fluent is that word recognition is not automatic, which causes students' reading to tend to be hampered, stammering and often stopping. Internal factors that cause students' inability to read, such as not knowing letters/words, omitting letters, and reading word by word, have been carried out through testing using reading tests (Farida, 2018).

Results of Analysis of the Role of Parents and Schools in Supporting Students' Reading Skills

After the stage of distributing and collecting interview sheets was completed, the researcher carried out an analysis of the answers explaining the results by providing arguments related to the research subject. Next, the author created a table containing all the interview results that had been collected based on the grouping of indicators, (Sugiyono, 2018).

Tabel 2. Collection of Parent Interviews Findings

No.	Indicator	Instruments	Findings
1.	Parental involvement in educational planning and support.	Interview with mothers of Raisya Salsabila and Hisfa Kisya.	- Plan and strive for Raisya's education to the highest level of education, so that she can experience college and support whatever dreams she has of wanting to become a teacher. - I will try to send Hisya's to the highest level of education and I want Hisya to become a police officer.
2.	Understanding of children's educational needs	Interview with mother of Wildatul Husna and Hasyifa Yana Vila.	- Often interacts about what activities Wilda has gone through and controls her development, accompanies the child when learning and helps teach him. - Often hears all the stories experienced by Syifa, often asks about daily activities. Accompanying children to learn and play and providing for children's needs such as their right to want and like to dance and I allow it.
3.	Overcoming learning challenges	Interview with mothers of M. Razikun and Riski Maulana.	- Knowing that Razikun's challenge is fighting laziness and playing a lot since grade 5, I coaxed him and gave him praise and gifts so that Razikun would want to learn even for a little while. - I gave riski tutoring facilities in grade 2 so he could read and count, but it seems like my child is not capable enough, but when he got to grade 3 the price of tutoring started to rise, I couldn't afford it anymore.

4.	Facing emotional challenges	Interview with mother of M. Razikun and Hisfa Kisya.	- As a mother, I have to be patient because my typical child cannot be scolded, if he is scolded, he will immediately throw a tantrum and it will be difficult for him to learn again. - Because my child is typically obedient, I almost never get angry when accompanying him to study.
----	-----------------------------	--	--

Based on the results of research on the role of parents, it appears that parents have tried to play a role in their children's learning process, although the level of success varies depending on their respective approaches, but some of them have challenges that arise related to the approach they use. Some parents understand their child's character and try to use positive methods, such as giving praise and gifts. Both parents are declared qualified to be father and mother if they are serious about educating their child (Zindiari, 2020). However, there are also those who rely on a physical approach or scold the child when frustrated, which can actually have a negative impact on the child's desire to learn. Some parents realize the importance of accompanying their children in studying and try to do so despite their limitations, but there are also parents who are busy working and feel that they do not have time to accompany their children to study regularly so the support provided is less than optimal. At a minimum, parents play a 60% role in a child's success, the school gives 20%, and the environment 20%. In fact, the role of parents is no longer just talking about the portion of time that has been so lacking in educating children, but also about the quality of parents (2021).

Tabel 3. Collection of School Interviews Findings

No.	Indicator	Instruments	Findings
1.	Monitoring and assessing reading skills	Interview with Mrs. Wardiah, S.Pd	Based on monitoring and homeroom teacher assessments, there are significant variations in students' reading skills. Some students show good mastery and can read fluently, while others still struggle to achieve fluency or even the basics of reading.
2.	Learning support	Interview with Mrs. Wardiah, S.Pd	There are still shortcomings in handling students who have difficulty reading. No special program has been implemented to improve reading skills.
3.	Involvement with parents	Interview with Mrs. Wardiah, S.Pd	The school has provided recommendations to parents to support learning at home via WhatsApp group notifications.

Often times education at school experiences real difficulties, due to the basic education that children receive in the family (Zindiari, 2020). Overall results of the interview above, the conclusion is that in supporting the learning process, especially students' reading skills, are very important but must face various challenges. The teacher acts as the main facilitator in learning to read, providing repeated teaching and detailed explanations regarding the use of punctuation marks and how to read correctly. However, the effectiveness of the teacher's role is sometimes hampered by the lack of special programs related to reading skills, the lack of resources such as reading books in the library, and limited support

from students' parents. Even so, teachers still try to find ways to motivate students, such as providing interesting books and running reading tests to improve students' reading skills. On the other hand, schools also play a role in creating a supportive environment, for example by giving awards to students who read diligently.

CONCLUSION

This research shows that the reading skills of class V students at SD N 15 Banda Sakti have varying levels of reading skills. Of the 10 students who took the test, most were still at the basic stage and had not achieved the expected reading proficiency. 5 students had difficulty reading, which was caused by several factors including difficulty in recognizing letters, combining letters into words, and reading word by word without comprehensive understanding. The main problems faced are non-automatic word recognition, difficulty pronouncing letters, and missing letters when reading sentences. Internal factors such as lack of motivation and self-confidence, as well as limited mastery of letters are the main obstacles in students' reading skills. Based on the results of research regarding the role of parents in supporting students' reading process in the Lhoksemawe coastal area, it can be concluded that parental involvement in learning to read is still less than optimal. For the most part, parents have not played a fully active role in accompanying and motivating their children in improving their reading skills at home. Factors such as low levels of parental education, busy work, and a lack of understanding of the important role of parents in the child's learning process also become obstacles to the support provided. The research results show that most parents do not provide interesting reading books at home, so children tend to only rely on reading done at school. The role of schools and teachers in supporting students' reading process can be concluded that schools and teachers have tried to carry out their role well, although there are still several obstacles to be overcome. Teachers have monitored students' reading progress, provided intervention for students who experience difficulties and carried out regular assessments of reading skills. Apart from that, the school has also tried to motivate students by providing reading materials in the library and giving awards to encourage interest in reading. However, the research results also show that there are still shortcomings in providing special programs and adequate resources to further support the improvement of students' reading skills. Apart from that, support from parents and the surrounding environment still needs to be increased to strengthen the results achieved at school.

REFERENCES

- Abidin, I. S. (2021). *Observasi Penanganan dan Pengurangan Sampah di Universitas Singaperbangsa Karawang*. JUSTITA: Jurnal Ilmu Hukum dan Humaniora, 8(4), 872-875.
- Akhadiyah. (2018). *Pembinaan Keterampilan Menulis Bahasa Indonesia*. Jakarta: Erlangga.
- Awaru, A. O. T. (2021). *Sosiologi Keluarga*. Media Sains Indonesia, h 3-4.
- Azwar, S. (2017). *Metode Penelitian*. Yogyakarta: Pustaka Belajar, h 101.
- Bahri, S. (2018). *Metodologi Penelitian Bisnis Lengkap dengan Teknik Pengolahan Data SPSS*. Yogyakarta: CV ANDI OFFSET.
- Cresswell. (2018). *Research Design Qualitative, and Mixed Methods Approaches Fifth Edition*. Sage Publication, inc.
- Dalman (2014). *Keterampilan Membaca*. Jakarta: PT Raja Grafindo Persada, h 5-14.
- Farida. (2018). *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara.
- Misbahuddin. (2017). *Analisis Data Penelitian dengan Statistik*. Jakarta: Bumi Aksara
- Mulyono. (2013). *Pendidikan bagi Anak Berkesulitan Belajar*. Jakarta: Rineka Cipta.
- Puspitarini. H. (2014). *Membangun Rasa Percaya Diri Anak*. Jakarta: PT. Elex Media Komputindo, h 43-44.

Sugiyono. (2018). *Metode Penelitian Kuantitatif dan Kualitatif Dan R&D*. Bandung: ALFABETA, h 95-314.

Sukmadinata, N. S. (2014). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya, h 24.

Widodo. (2021). *Peran Orang Tua pada Motivasi Belajar Anak dalam Pembelajaran Daring di Masa Pandemi Covid-19*. *Jurnal Pendidikan Luar Sekolah*, h 9.

Zindiari, R. K. (2020). *Pengaruh Perhatian Orang Tua Terhadap Prestasi Belajar Pendidikan Agama Islam Siswa Kelas IV SD N 35 Kota Bengkulu*. IAIN Bengkulu, h 12-13.



© 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).