

Analysis of Beginning Reading Difficulties among Second-Grade Elementary School Students in Muna Regency

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ABSTRACT : This study aimed to examine the beginning reading abilities of second-grade students, identify the difficulties they experienced, and describe the efforts undertaken to address those difficulties. A qualitative descriptive approach was employed. The study was conducted among second-grade students at SD Negeri 9 Kabangka, located in Oensuli Village, Kabangka District, Muna Regency, during the second semester of the 2025/2026 academic year. Data were collected through observation, semi-structured interviews, and documentation. Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2022), involving data collection, data condensation, data display, and conclusion drawing and verification. The findings showed that students' beginning reading abilities varied. While some students were able to read letters, syllables, words, and simple sentences relatively well, others experienced difficulties in recognizing and distinguishing letters, reading syllables fluently, pronouncing simple words accurately, and reading confidently in front of the class. The difficulties were influenced by internal and external factors, including limited interest and motivation to read, low self-confidence, insufficient reading practice at home, and limited parental assistance. Efforts to address these difficulties included individualized guidance, the use of engaging instructional media and methods, repeated reading practice, parental involvement, and continuous motivational support. The study concludes that beginning reading difficulties require systematic and sustained intervention involving teachers, students, and families to strengthen students' foundational literacy skills.

Keywords: Beginning Reading Difficulties, Beginning Reading Ability, Second-Grade Students, Elementary School, Foundational Literacy.

INTRODUCTION

Reading is a fundamental literacy skill that plays a central role in supporting students' academic development at the elementary school level. Through reading, students acquire information, understand instructional materials, develop vocabulary, and construct meaning from written texts. Reading ability is therefore not merely a language skill but also a prerequisite for participation in learning across subject areas. Students who experience persistent reading difficulties may encounter barriers in understanding instructional content and may consequently experience difficulties in achieving optimal academic performance. Previous research has demonstrated that reading ability is closely related to students' academic achievement, highlighting the importance of strengthening literacy skills from the early grades of elementary education (Saputra et al., 2025).

Beginning reading represents the initial stage of literacy development and includes several fundamental abilities, including recognizing letters, distinguishing graphic symbols, associating letters with their corresponding sounds, reading syllables and words, and understanding simple sentences. These skills constitute the foundation for the development of more advanced reading competencies. Consequently, difficulties at the beginning-reading stage require serious attention because problems that are not identified and addressed early may persist and interfere with students' subsequent literacy development.

Beginning reading difficulties remain an important concern in elementary education. Students may experience difficulty recognizing and distinguishing letters with similar forms, associating letters with sounds, combining syllables into words, reading words fluently, and understanding simple sentences. These difficulties may be influenced by various interrelated factors. Internal factors include students' interest in reading, learning motivation, readiness, concentration, and individual learning abilities. External factors may include parental support, the home literacy environment, learning facilities, instructional media, and the strategies employed by teachers.

The availability and appropriateness of learning media also constitute important aspects of literacy instruction. The transformation of learning media in elementary education has expanded opportunities for teachers to provide more engaging, visual, and interactive learning experiences that correspond to students' developmental characteristics (Kasmawati et al., 2025). The use of visual and interactive media can help make learning materials more concrete and may support students who experience difficulties in understanding abstract symbols and concepts. Kasmawati et al. (2023), for example, demonstrated the potential of technology-based visual learning media to support learning activities in elementary education. Although their study focused on science learning, the findings reinforce the broader principle that appropriate visual media can facilitate students' understanding and engagement in the learning process.

The use of visual media is particularly relevant to early literacy instruction because beginning reading requires students to establish connections between visual symbols, sounds, and meaning. Visual representations can provide additional support for students in recognizing letters, distinguishing similar symbols, and associating written forms with meaningful language. In this context, digital and visual learning media may serve as complementary tools for teachers in addressing students' learning difficulties and creating more engaging literacy experiences. Saputra and Parisu (2024) similarly emphasized the role of visual media in supporting language learning at the

elementary school level, demonstrating that visual presentation can help students engage with language-related learning content more meaningfully.

Literacy development should also be viewed as part of the broader process of developing students' foundational competencies. The integration of literacy with meaningful learning experiences is important because students require not only the ability to decode written symbols but also the capacity to understand and use information in the learning process. Parisu et al. (2025) emphasized the importance of integrating literacy development with broader educational competencies in elementary education. Accordingly, the identification of beginning reading difficulties should be conducted comprehensively by examining not only students' reading performance but also the factors that may influence the development of their literacy skills.

Despite the importance of beginning reading skills, several elementary school students continue to experience difficulties in acquiring these foundational competencies. Preliminary findings at SD Negeri 9 Kabangka, Muna Regency, indicated that several second-grade students experienced difficulties in recognizing and distinguishing certain letters, reading syllables and words, reading simple sentences fluently, and producing appropriate pronunciation and intonation. Observations and preliminary interviews further indicated that these difficulties were associated with several factors, including low interest in reading, limited learning motivation, insufficient reading practice at home, inadequate parental assistance, differences in individual learning abilities, and limited use of varied learning media.

These conditions indicate that beginning reading difficulties cannot be understood solely as a consequence of students' individual abilities. Rather, they should be examined in relation to the interaction between students' characteristics, learning experiences, family support, instructional practices, and the learning environment. The use of appropriate instructional strategies and media may therefore contribute to the creation of learning experiences that are more responsive to students' needs. However, the selection of instructional media should be based on the specific characteristics and difficulties experienced by students rather than on technological innovation alone (Kasmawati et al., 2025).

Previous studies have examined various aspects of literacy development and the use of learning media in elementary education. However, research that specifically describes the forms of beginning reading difficulties experienced by second-grade students while simultaneously examining the contributing factors in a particular school context remains important. Each school has distinct student characteristics, family backgrounds, learning environments, and instructional conditions. Therefore, field-

based research is necessary to provide an accurate and contextual understanding of the problems experienced by students.

The present study addresses this need by examining the forms of beginning reading difficulties experienced by second-grade students at SD Negeri 9 Kabangka, Muna Regency, as well as the factors contributing to these difficulties. Unlike studies that focus solely on reading achievement or the effectiveness of particular learning media, this study seeks to provide a comprehensive description of students' beginning reading problems based on direct observation, interviews, and documentation. The findings are expected to provide useful information for teachers, schools, and parents in designing more appropriate and sustainable strategies to support the development of beginning reading skills among elementary school students.

Based on these considerations, this study aimed to describe the forms of beginning reading difficulties experienced by second-grade students at SD Negeri 9 Kabangka, Muna Regency, and to identify the factors contributing to these difficulties. The findings are expected to contribute to the development of more responsive literacy instruction and to provide a contextual basis for designing interventions that support students' beginning reading development.

METHODS

This study employed a qualitative approach with a descriptive research design to obtain an in-depth understanding of the forms and contributing factors of beginning reading difficulties experienced by second-grade students. A qualitative design was considered appropriate because the study focused on examining students' reading difficulties within their natural educational context and interpreting the experiences, behaviors, and perspectives of the participants. The study was conducted at SD Negeri 9 Kabangka, Muna Regency, during the second semester of the 2025/2026 academic year.

The research participants were selected using purposive sampling. Participants were selected based on their relevance to the research focus and their ability to provide information concerning students' beginning reading difficulties. The participants consisted of second-grade students who experienced difficulties in beginning reading and the second-grade classroom teacher as the primary informant. The classroom teacher was selected because of their direct knowledge of students' reading development, learning behavior, and difficulties encountered during classroom instruction. The students served as the main sources for identifying the specific forms of reading difficulties they experienced.

The study used primary and secondary data. Primary data were obtained directly through observations of students' reading activities and interviews with the classroom

teacher and selected students. Secondary data were obtained from relevant documents, including student lists, reading assessment results, records of students' learning progress, photographs of research activities, and other school documents related to beginning reading instruction.

Data were collected through observation, semi-structured interviews, and documentation. Observation was conducted to examine students' beginning reading abilities, including letter recognition, the ability to distinguish letters with similar forms, letter-sound correspondence, syllable reading, word reading, simple-sentence reading, and the accuracy of pronunciation and intonation. Interviews with the classroom teacher were conducted to obtain information concerning the forms of reading difficulties experienced by students, the factors contributing to these difficulties, and the instructional efforts undertaken to address them. Interviews with selected students were also conducted to explore their experiences, difficulties, and perceptions of beginning reading activities. Documentation was used to complement the findings obtained through observation and interviews by providing supporting evidence related to students' reading development and learning activities.

The researcher served as the primary instrument in accordance with the characteristics of qualitative research. To support the research process, the researcher used observation guidelines, semi-structured interview protocols, and documentation sheets. The researcher was directly involved in determining the focus of the study, collecting data, organizing information, interpreting findings, and drawing conclusions.

Data were analyzed using an interactive model consisting of data collection, data reduction, data display, and conclusion drawing. During data collection, information was obtained continuously through observation, interviews, and documentation. Data reduction involved selecting, focusing, simplifying, and organizing information relevant to the forms and contributing factors of students' beginning reading difficulties. The reduced data were then presented in a systematic narrative form to facilitate the identification of patterns and relationships among the findings. Conclusions were subsequently drawn and continuously verified throughout the research process.

The credibility of the data was established through triangulation of techniques and sources. Technique triangulation was conducted by comparing information obtained through observation, interviews, and documentation. Source triangulation was conducted by comparing information obtained from the classroom teacher and students with the results of direct observations and supporting documents. This process was undertaken to ensure the consistency, credibility, and trustworthiness of the findings concerning beginning reading difficulties among second-grade students.

RESULT AND DISCUSSION

RESULT

1. Students' Beginning Reading Abilities

The findings showed that the beginning reading abilities of second-grade students at SD Negeri 9 Kabangka, Muna Regency, varied. Based on observations and interviews, some students were able to read letters, syllables, words, and simple sentences with reasonable fluency. These students could recognize alphabetic letters, combine letters into syllables, and read simple sentences with relatively accurate pronunciation and intonation. They also demonstrated confidence when asked to read in front of the class, which contributed to more active participation in the learning process.

However, several students continued to experience beginning reading difficulties, particularly when asked to read simple texts. Some students read hesitantly, paused at each syllable, and required more time to complete a passage. This pattern indicated that their decoding ability, or their capacity to associate written symbols with sounds, had not yet developed optimally. Consequently, they had difficulty understanding the text because their attention remained focused on recognizing letters and sounding out words, as illustrated in the figure below:



Figure 1. A student experiencing reading difficulties

Table 1. Students' Beginning Reading Ability Based on Reading Skill Aspects

No.	Reading Skill Aspect	Students' Performance	Category
1	Letter recognition	Most students were able to recognize and distinguish letters correctly.	Good
2	Syllable reading	Some students were able to read syllables, although they still read hesitantly and slowly.	Fair
3	Reading simple words	Several students continued to experience difficulties and made errors when reading simple words.	Poor

4	Reading simple sentences	Some students were able to read simple sentences, but not all students demonstrated fluent reading.	Fair
5	Pronunciation and intonation	Several students continued to make pronunciation errors and had difficulty using appropriate intonation.	Poor
6	Reading confidence	Some students remained reluctant and lacked confidence when asked to read in front of the class.	Poor

Observations also showed that students with reading difficulties tended to be passive during lessons. When asked to read, they often lowered their heads, avoided eye contact with the teacher, or remained silent because they were afraid of making mistakes. This finding indicates that reading difficulties affect not only academic performance but also students' psychological well-being, particularly their confidence in participating in classroom activities.

Interviews with the classroom teacher indicated that students' reading abilities were influenced by differences in their learning readiness upon entering primary school. Some students had already gained reading experience at home or in kindergarten, whereas others had received little systematic exposure to reading. These differences resulted in uneven reading abilities and required the teacher to provide differentiated attention and support according to each student's needs.

2. Forms of Beginning Reading Difficulties

The findings revealed several forms of beginning reading difficulty. The first involved recognizing alphabetic letters. Some students were unable to name letters correctly and still required teacher assistance when reading. This difficulty constituted an initial barrier because letter recognition is the foundation for reading syllables and words.

The second difficulty involved distinguishing letters with similar shapes, such as b and d, p and q, and m and n. As shown in the figure below, these errors caused students to pronounce letter sounds incorrectly, resulting in words that did not correspond to the written text.



Figure 2. A student having difficulty naming visually similar letters

Table 2. Forms of Beginning Reading Difficulties Experienced by Students

No.	Aspect of Difficulty	Research Findings
1	Letter recognition	Some students were unable to recognize all alphabetic letters accurately.
2	Distinguishing similar letters	Some students experienced difficulty distinguishing letters with similar visual forms, particularly b-d, p-q, and m-n .
3	Syllable reading	Some students read syllables by sounding out individual letters before combining them into complete syllables.
4	Word reading	Some students omitted, added, or substituted letters when reading simple words.
5	Sentence reading	Some students read sentences slowly and demonstrated limited attention to punctuation marks.
6	Reading confidence	Some students lacked confidence and were reluctant to read aloud in front of the class.

Another difficulty involved reading syllables. Some students still had to sound out each letter before reading a syllable as a complete unit. This letter-by-letter approach required more time than that needed by their peers. In addition, several students frequently omitted or substituted letters when reading simple words, thereby changing the meaning of the words.

When reading simple sentences, students were also found to use inaccurate pronunciation and intonation. They frequently paused in the middle of sentences, paid insufficient attention to punctuation, and read in a low voice. These errors indicated that their reading fluency required further development through sustained practice, as illustrated in the figure below:



Figure 3. A student experiencing difficulty reading simple words

In addition to technical reading difficulties, the study identified affective barriers. Some students appeared embarrassed and lacked confidence when asked to read in front of the class. They were concerned about making mistakes and therefore preferred to remain silent rather than attempt to read. This condition contributed to low student participation during the learning process.

3. Strategies for Addressing Beginning Reading Difficulties

The findings indicated that students' beginning reading difficulties could be addressed through several strategies implemented consistently throughout the learning process. These strategies were formulated on the basis of observations, interviews, and documentation, all of which showed that improving beginning reading skills requires cooperation among teachers, students, and parents. The strategies were implemented with consideration for each student's characteristics and level of difficulty so that instruction could be more effective.

Table 3. Strategies for Addressing Students' Beginning Reading Difficulties

No.	Strategy	Implementation
1	Individualized guidance	Providing individual and small-group assistance based on students' specific reading difficulties.
2	Engaging instructional media	Using letter cards, word cards, and visual pictures to support letter recognition, syllable reading, and word reading.
3	Repeated reading practice	Conducting routine and systematic reading exercises to strengthen students' mastery of letters, syllables, words, and simple sentences.
4	Parental involvement	Encouraging parents to assist and supervise students' reading practice at home.
5	Motivational support	Providing praise, recognition, and positive encouragement to increase students' confidence and willingness to read.

The first strategy was to provide specialized guidance to students experiencing beginning reading difficulties. Guidance was delivered individually or in small groups, either during lessons or outside regular instructional time. This support provided

students with opportunities for more intensive reading practice suited to their abilities. The teacher offered gradual assistance, beginning with letter recognition and progressing to syllables, words, and simple sentences. This approach helped students correct reading errors immediately and improve their fluency incrementally

The second strategy involved the use of engaging instructional media and methods. The findings showed that letter cards, word cards, pictures, and other visual media increased students' attention and interest during reading instruction. In addition, a gradual reading method helped students understand the relationships among letters, sounds, syllables, and words, thereby facilitating the development of beginning reading skills. Engaging instructional media also created a more enjoyable learning environment, encouraging students to participate actively and enthusiastically.

The third strategy was the routine repetition of reading material. Students experiencing reading difficulties required continuous practice for their skills to develop effectively. Accordingly, material was reinforced through shared reading, practice with simple words and sentences, and opportunities for students to take turns reading in front of the class. These activities were intended to strengthen students' memory of letter forms and sounds and to improve reading fluency.

Another strategy was to involve parents in supporting reading activities at home. Interviews indicated that family support played an important role in the development of students' reading abilities. Parents were expected to establish reading habits at home, allocate time to assist with reading practice, and monitor their children's progress. Continuity between reading practice at school and at home provided students with greater opportunities to improve their beginning reading skills.

Motivational support was also an important strategy for addressing beginning reading difficulties. The teacher provided praise, encouragement, and recognition for each improvement achieved by the students, thereby strengthening their confidence when reading. Such motivation helped reduce their fear of making mistakes and encouraged them to continue practicing. As their confidence increased, students became more active in lessons and more willing to read in front of the class.

Overall, the implementation of these strategies had a positive effect on the development of students' beginning reading abilities. Specialized guidance, engaging instructional media and methods, repeated practice, parental involvement, and motivational support complemented one another in helping students overcome reading difficulties. Addressing beginning reading difficulties therefore cannot rely on a single strategy; it requires sustained collaboration among schools, teachers, students, and parents to support optimal reading development.

DISCUSSION

The findings showed that the beginning reading abilities of second-grade students at SD Negeri 9 Kabangka, Muna Regency, varied considerably. Some students were able to recognize letters and read syllables, words, and simple sentences relatively well, whereas others continued to experience difficulties throughout the reading process. This variation indicates that students' mastery of beginning reading is influenced by their learning readiness, previous learning experiences, and the intensity of reading practice provided at school and at home. Beginning reading represents a fundamental stage in literacy development because it provides the foundation for students' subsequent reading skills. Akhadiyah et al. (2018) explained that reading development requires a systematic process beginning with the mastery of basic reading abilities. Therefore, differences in students' mastery of foundational reading skills may affect their ability to participate effectively in learning activities.

The findings further indicate that beginning reading is a fundamental component of language learning at the elementary school level. At this stage, students are expected to recognize written symbols, associate letters with their corresponding sounds, combine letters into syllables and words, and understand simple sentences. These abilities develop progressively and require continuous guidance and practice. Dalman (2017) emphasized that reading is a complex language skill involving the process of recognizing written symbols and constructing meaning from text. Accordingly, beginning reading instruction should be implemented gradually, systematically, and in accordance with students' developmental characteristics. Rahim (2018) similarly emphasized that reading instruction at the elementary school level should be designed to develop students' basic reading abilities through structured and continuous learning experiences.

The study identified several forms of beginning reading difficulties, including difficulty recognizing letters, distinguishing letters with similar shapes, reading syllables fluently, reading simple words, and developing confidence when reading aloud in front of the class. These findings are consistent with Fitriani and Suryana (2023), who found that elementary school students experiencing beginning reading difficulties commonly encounter problems in recognizing letters, distinguishing similar symbols, combining syllables, and reading words fluently. Pratiwi (2020) likewise reported that difficulties in beginning reading may be observed through inaccurate letter recognition, slow reading, pronunciation errors, and difficulties in combining letters and syllables into meaningful words.

Difficulty recognizing and distinguishing letters can interfere with the subsequent stages of reading development. When students have not fully mastered the relationship between graphic symbols and their corresponding sounds, they tend

to read hesitantly and make frequent pronunciation errors. This condition may subsequently affect their ability to read words and simple sentences fluently. Tarigan (2015) emphasized that reading involves a process of recognizing and understanding written language, meaning that mastery of basic symbols is an important prerequisite for the development of more advanced reading skills. The findings therefore reinforce the importance of identifying and addressing difficulties in the early stages of reading development before they become more complex.

The findings also indicate that beginning reading difficulties are influenced by both internal and external factors. Internal factors identified in this study included low interest in reading, limited learning motivation, insufficient learning readiness, and low self-confidence. External factors included limited reading practice at home, inadequate parental assistance, and an environment that did not fully support the development of reading habits. These findings are consistent with Hidayah and Suyitno (2022), who explained that students' beginning reading abilities are influenced by various factors, including motivation, interest, learning conditions, family support, and the learning environment. Thus, differences in reading ability among students cannot be explained solely by individual academic ability but must also be understood in relation to the learning experiences and support available to them.

Low self-confidence also emerged as an important factor affecting students' beginning reading development. Some students were reluctant to read aloud because they were afraid of making mistakes or being laughed at by their peers. This condition reduced their willingness to practice, even though repeated practice is essential for improving reading fluency. A supportive classroom environment is therefore necessary to encourage students to participate without fear of failure. In this regard, teachers need to provide positive reinforcement and create opportunities for students to practice reading gradually according to their individual abilities.

The findings further showed that beginning reading difficulties could be addressed through individualized guidance, engaging learning media and methods, repeated practice, parental involvement, and motivational support. These strategies are consistent with the findings of Wandasari and Kurniawan (2023), who emphasized the importance of teacher efforts that are adapted to the specific difficulties experienced by students. Individualized guidance enables teachers to identify the specific aspects of reading that require improvement and provide assistance according to each student's needs. Such an approach is particularly important because beginning reading difficulties may vary from one student to another.

The use of engaging learning media and instructional methods can also support the development of students' beginning reading abilities. Kasmawati et al. (2025) emphasized that the transformation of learning media in elementary education

provides opportunities for teachers to develop more engaging and appropriate learning experiences based on students' characteristics. In the context of beginning reading, visual and interactive media can help students establish connections between letters, sounds, syllables, and words in a more concrete and engaging manner. Kasmawati et al. (2023) also demonstrated the potential of technology-supported visual learning media to facilitate students' engagement and understanding in elementary education. Although their research focused on science learning, the principle of using appropriate visual media is relevant to beginning reading instruction because students at this stage require concrete visual support in recognizing and distinguishing written symbols.

The role of visual media is also consistent with the findings of Saputra and Parisu (2024), who emphasized the contribution of visual media to language learning at the elementary school level. Visual materials can help students engage with language content in a more meaningful manner and may increase their interest in learning. Therefore, the use of appropriate visual and interactive media may complement direct teacher guidance and repeated reading practice in addressing students' beginning reading difficulties.

Repeated practice was another important strategy identified in this study. Students require continuous opportunities to practice recognizing letters, reading syllables, pronouncing words, and reading simple sentences. Repetition helps strengthen students' familiarity with written symbols and gradually increases their reading fluency. Yuliana and Mulyani (2024) emphasized that effective beginning reading instruction requires structured and continuous learning strategies that provide students with repeated opportunities to practice their reading skills. Therefore, reading practice should not be limited to classroom activities but should also be continued at home.

Parental involvement was also found to play an important role in supporting students' reading development. Assistance from parents at home provides students with additional opportunities to practice reading and reinforces the skills learned at school. Collaboration between teachers and parents is particularly important for students who experience persistent reading difficulties because consistent support across school and home environments can strengthen the effectiveness of intervention. Hidayah and Suyitno (2022) highlighted the importance of environmental factors, including family support, in the development of students' beginning reading abilities.

Motivational support from teachers and parents also contributed to students' confidence in reading. Students who received encouragement and positive responses were more willing to attempt reading, less afraid of making mistakes, and more

motivated to continue practicing. Teachers therefore need to create a supportive learning environment in which errors are treated as part of the learning process rather than as reasons for embarrassment. Such an environment may help students develop greater confidence and persistence in improving their reading abilities.

The findings also have implications for literacy development within the broader goals of elementary education. Reading ability is closely associated with students' capacity to access and understand learning content across subject areas. Saputra et al. (2025) demonstrated the relationship between reading ability and academic achievement among elementary school students, reinforcing the importance of addressing reading difficulties at an early stage. Similarly, Parisu et al. (2025) emphasized the importance of strengthening literacy as part of the development of foundational competencies in elementary education. Therefore, beginning reading instruction should be considered a shared responsibility involving teachers, schools, and families.

Overall, the findings indicate that students' beginning reading abilities are influenced by the interaction of individual characteristics, instructional practices, learning media, reading habits, and family support. Beginning reading difficulties cannot therefore be addressed through a single intervention. Effective improvement requires individualized guidance, systematic instruction, repeated practice, engaging learning media, motivational support, and sustained collaboration between teachers and parents. Through these integrated efforts, beginning reading difficulties can be minimized and students can develop stronger foundational literacy skills to support their learning at subsequent educational levels.

CONCLUSION

This study concludes that the beginning reading abilities of second-grade students at SD Negeri 9 Kabangka, Muna Regency, varied considerably. While some students were able to recognize letters and read syllables, words, and simple sentences effectively, others continued to experience difficulties in developing foundational reading skills. The main difficulties identified included recognizing and distinguishing letters with similar forms, reading syllables and words fluently, producing accurate pronunciation and intonation, and developing confidence when reading aloud in front of the class.

The findings further indicate that beginning reading difficulties were influenced by the interaction of internal and external factors. Internal factors included low interest in reading, limited learning motivation, insufficient learning readiness, and low self-confidence. External factors included limited reading practice at home, inadequate parental assistance, and a learning environment that did not consistently

support literacy development. These findings demonstrate that beginning reading difficulties cannot be addressed solely through classroom instruction but require sustained support from teachers, schools, and families.

Efforts to address these difficulties should therefore involve individualized guidance based on students' specific reading needs, systematic and repeated reading practice, the use of engaging and appropriate instructional media, continuous motivational support, and active parental involvement in reading activities at home. Collaboration between teachers and parents is essential to ensure continuity of literacy support across school and home environments. The consistent implementation of these strategies is expected to improve students' beginning reading abilities and strengthen the foundational literacy skills necessary for successful learning at subsequent levels of education.

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