

## Research Article

# Analysis of Factors of Reading Difficulties in High Class Students at 19 Sawang State Elementary School

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## ABSTRACT

This study aims to identify and analyze the factors that cause reading difficulties in high grade students at Sekolah Elementary Negeri 19 Sawang. This research was conducted against the background of the discovery of high-grade students who are not able to read effectively at the reading comprehension stage, which has an impact on the low learning outcomes of students in various subjects. These problems encourage the need for an in-depth study to find out the factors that cause reading difficulties so that appropriate treatment efforts can be formulated. The data in this study is in the form of qualitative and quantitative data obtained from students in grades IV, V, and VI of SD Negeri 19 Sawang, as well as supporting data from classroom teachers and principals. Research data sources include informants, reading learning activities, and relevant learning documents. This study uses a descriptive research method with a qualitative approach. Data collection techniques are carried out through observation, interviews, questionnaires, and documentation. Data analysis techniques are carried out by means of data reduction, data presentation, and conclusion drawn. The results showed that the reading difficulties of high-grade students were caused by several main factors, namely linguistic factors, cognitive factors, motivational factors, family environment factors, school environment factors, learning media use factors, and psychological factors. Linguistic and motivational factors are the most dominant factors influencing students' reading difficulties. The findings of this research are expected to be considered for teachers and schools in designing more effective reading learning strategies and improving literacy culture in elementary schools.

**Keywords:** Reading Difficulty Factors; Students; Elementary School

## 1. INTRODUCTION

The reading difficulties experienced by high-grade students at 19 Sawang State Elementary School is a complex and multidimensional learning phenomenon. According to Snow (2002), reading is a constructive process that combines the context of the text with the reader's experience to construct meaning; when one aspect is disrupted, the process experiences a bottleneck. In the context of SDN 19 Sawang, one of the dominant factors is the limited phonological ability of students. Adams (1990) states that phonemic awareness is the foundation of reading ability; without this ability, students tend to find it difficult to connect letters with sounds, thus hindering decoding skills. This is in line with the findings of Gough & Tunmer (1986) that low phonics skills cause students to have difficulty reading fluently. Furthermore, Ehri (2005) emphasized the importance of mastering letter-sound relationships for effective reading, which is often not optimal for students at SDN 19 Sawang.

Another factor is low reading motivation. Guthrie & Wigfield (2000) explained that students' intrinsic motivation has a significant effect on reading comprehension; without adequate motivation, students are less interested in reading academic texts. In an environment with minimal reading resources, as revealed by Krashen (2004), access to quality books decreases so that students' opportunities for intensive reading are limited. In addition, Stanovich (1986) showed that repetitive reading experience deficits can slow down vocabulary development, which has a direct impact on text comprehension. This is important because Beck, McKeown & Kucan (2013) detail that vocabulary plays an important role in reading comprehension; students with limited vocabulary will have difficulty understanding the content of complex texts.

Oral language skills are also a contributing factor. According to Perfetti (1985), effective reading requires oral language competence, because understanding texts depends on mastery of syntax and semantics. If students still have difficulty understanding sentence structure, they also experience obstacles in reading. Cain & Oakhill (2006) also found that poor reading comprehension is closely related to verbal language limitations. This condition is exacerbated in students whose mother tongue is different from the language of instruction in school, as stated by August & Shanahan (2006), who stated that bilingualism without adequate teaching support can lead to significant reading difficulties.

The condition of the family environment also influences. [Senechal & LeFevre \(2002\)](#) showed a positive relationship between parental involvement in reading at home and children's reading achievement. At SDN 19 Sawang, the limitation of literacy stimulation at home is one of the main obstacles; This is in line with the opinion of [Robinson & Hullinger \(2008\)](#) that family support is important in forming reading habits. In addition, impaired students' attention and learning behavior also have an impact on reading ability; [LaBerge & Samuels \(1974\)](#) argue for the importance of automating the decoding process for reading fluently when students are unable to process words automatically, they will get tired and lose focus faster. Instructional factors also play a role. [Allington \(2002\)](#) stated that reading learning methods that are less varied and not student-centered hinder the development of reading skills. The limitations of teachers' professionalism in identifying early reading difficulties are also underlined by [Pressley \(2006\)](#) as an obstacle in providing appropriate interventions. A dense curriculum and lack of time allocation for intensive reading learning were also identified by [Hiebert & Reutzel \(2010\)](#) as factors that slow down students' reading progress.

Emotional difficulties such as reading anxiety also affect student performance. [Cohen & Garcia \(2005\)](#) show that anxiety can decrease cognitive abilities in reading tasks, especially when students feel stressed. [Deci & Ryan \(1985\)](#) also emphasized the relationship between intrinsic motivation and confidence in learning when students have low self-efficacy, they tend to avoid challenging reading tasks. Furthermore, the limitations of school facilities such as libraries and learning technology also have a significant impact on students' reading skills, as explained by [Vygotsky \(1978\)](#) in his emphasis on the role of the social environment and cultural tools in learning. Overall, reading difficulties at SDN 19 Sawang are not just individual student problems, but the result of complex interactions between cognitive, environmental, instructional, and emotional factors. By understanding these factors based on expert views, schools can design more appropriate learning interventions, such as intensive phonics training, provision of quality readings, increased parental involvement, and teacher professional development in literacy strategies.

Reading is a complex psychological and linguistic process that involves decoding written symbols to construct meaning. [Smith \(2004\)](#) views reading as a dynamic process of constructing meaning between the text and the reader. In line with that, [Rosenblatt \(1994\)](#) explains that reading is a transactional experience in which meaning is generated through the interaction of the reader and the text. [Perfetti \(1985\)](#) added that reading is not just word recognition, but also language processing that requires phonological, syntactic, and semantic skills. Likewise, [Adams \(1990\)](#) emphasized that mastery of phonics is important so that students can recognize words automatically. Meanwhile, [Chall \(1983\)](#) outlined the stages of reading from the pre-reading stage to the advanced stage, showing that reading develops through continuous experience and learning.

The purpose of reading according to experts is very diverse, but all of them emphasize the understanding and use of information. [Durkin \(1978\)](#) argues that the main purpose of reading is to understand the message contained in the text. [Afflerbach, Pearson & Paris \(2008\)](#) added that reading aims to develop critical thinking, interpretation, and reflection. [Goodman \(1988\)](#) highlights the predictive aspect of reading, where the reader actively builds meaning by using prior knowledge. Meanwhile, [Krashen \(2004\)](#) emphasizes the role of reading in comprehensible inputs for language improvement.

The benefits of reading are vast; [Stanovich \(1986\)](#) explained that reading enriches vocabulary and deepens thinking skills. [Anderson, Wilson & Fielding \(1988\)](#) found a direct relationship between reading time and academic achievement. Reading also has an impact on emotional and social development, as explained by [Nikolajeva \(2002\)](#) who highlights the role of reading in empathy and perspective understanding. [Mol & Bus \(2011\)](#) show that reading interactions at home can strengthen parent-child relationships and improve school readiness. Regarding the factors that cause reading difficulties, experts group the causes into internal and external. Internally, [Rayner et al. \(2001\)](#) emphasized the role of phonological limitations and attention as the main factors. [Frith \(1985\)](#) stated that less internalized reading strategies cause students to be slow in decoding. [Cain & Oakhill \(2006\)](#) explained that the limitations of spoken language have a significant impact on reading comprehension. [Wilde & Ebbers \(2002\)](#) added that working memory difficulties hinder the integration of information in long texts.

External factors are also important. [Snow \(2002\)](#) noted that the quality of reading learning instruction determines the development of literacy competencies. [Allington \(2002\)](#) criticized the practice of non-individualized reading learning so that students who are left behind do not get adequate support. [Pressley \(2006\)](#) added that the lack of teacher training in reading strategies has a negative impact on literacy learning. [Neuman & Celano \(2001\)](#) highlight that the availability of reading resources at home and school greatly influences the frequency and quality of reading. Motivation and emotional support are also important factors. [Guthrie & Wigfield \(2000\)](#) explain that low reading motivation will reduce intensive reading time, while [Deci & Ryan \(1985\)](#) emphasize the relationship between intrinsic motivation and reading achievement. A family environment that lacks literacy at home has also been identified by [Senechal & LeFevre \(2002\)](#) as an external factor that slows down children's reading development. Overall, reading, reading purposes, the benefits of reading, and the factors of reading difficulties are interrelated in a literacy learning system. Understanding these dimensions helps educators design strategies that are comprehensive and responsive to student needs.

Various studies have been conducted to understand the factors of reading difficulties in high grade students. Research by [Wijaya \(2018\)](#) found that the lack of mastery of phonemes and lemmas in students is the main cause of reading

difficulties in elementary school. Similar results were reported by [Fadli & Putri \(2019\)](#) which showed that low phonological ability was negatively correlated with students' reading speed and comprehension. [Amelia \(2020\)](#) in her research revealed vocabulary limitations as a significant factor that affects the reading comprehension of elementary school high school students; students who have limited vocabulary tend to have difficulty understanding complex texts. In addition, [Sari \(2017\)](#) shows that low intrinsic motivation causes students to be reluctant to engage in reading activities outside of class hours, so that their reading ability is stagnant. Research by [Hendra \(2018\)](#) strengthens this finding by suggesting that lack of interest in reading is closely related to a less supportive literacy environment both at school and at home. [Putra \(2019\)](#) stated that the role of teachers in reading learning is still classical instructional and lacks contextual approaches, so students have difficulty in relating texts to their personal experiences. Environmental factors are also the focus of many studies. [Ningsih \(2020\)](#) found that access to reading books in school libraries is very limited, which directly affects students' opportunities to read freely and repeatedly. Research by [Ramadhan \(2019\)](#) shows that when reading sources are minimal, students are less exposed to various genres of texts, so their reading comprehension strategies are less developed. [Yuliani \(2018\)](#) also emphasized the role of parental involvement in supporting literacy activities at home; this study found that students with high parental involvement showed better reading development than students who received less support at home.

Reading anxiety is the focus of another study by [Sutrisno \(2021\)](#) which revealed that students who experience reading anxiety show lower performance on reading comprehension tests than students who do not experience anxiety. [Ratna \(2020\)](#) also examined the relationship between students' learning strategies and reading ability; the results showed that students who had not mastered certain reading comprehension strategies (e.g. making summaries, predicting the content of the text) tended to have difficulty understanding long texts. Research by [Halim \(2017\)](#) attributes reading difficulties to linguistic factors especially complex sentence structures in Indonesian. Meanwhile, [Nuraini \(2019\)](#) shows that bilingual students often experience conflicts between the first and second languages which impacts their reading speed in the school's language of instruction. [Sukma \(2018\)](#) developed a technology-based reading intervention model that showed a significant increase in students' reading speed and comprehension after receiving digital-based learning. A longitudinal study by [Baharuddin \(2020\)](#) showed that consistent phonics interventions over a semester can improve students' decoding skills and comprehension. [Dewi \(2021\)](#) found that collaborative reading learning in the classroom helps students learn from each other in groups, so they are more confident when reading difficult texts. [Ardiansyah \(2019\)](#) also researched the role of multimedia in reading learning and showed that students are more motivated and experience increased understanding when audio-visual media is used effectively.

Research by [Mulyani \(2020\)](#) highlights the importance of early evaluation of reading difficulties; these findings suggest that early identification allows for faster and more targeted interventions. [Ibrahim \(2018\)](#) reinforced these findings by stating that students who received early diagnosis and support showed faster progress than students whose intervention was late. Overall, this research study strengthens the understanding that reading difficulties are the result of multifactorial interactions: phonological ability, vocabulary, motivation, environmental support, learning strategies, and students' emotional states. These findings provide an important empirical basis for planning more effective reading learning strategies in primary schools.

## 2. RESEARCH METHODS

The research on *Factors Causing Reading Difficulties in High-Grade Students at State Elementary School 19 Sawang* uses a descriptive qualitative approach, with the aim of obtaining an in-depth and comprehensive picture of various factors that affect students' reading ability. This approach was chosen because the problem of reading difficulties is not only related to academic aspects, but is also influenced by psychological, social, environmental, and pedagogical factors that are interrelated. Through a qualitative approach, researchers can understand the phenomenon more fully based on the real conditions experienced by students in the school environment.

The subjects of this study are high class students, namely grades IV, V, and VI at Sekolah Elementary Negeri 19 Sawang, with the consideration that at that level students should have adequate reading skills to support the learning process in various subjects. In addition to students, the research informants also involved classroom teachers, principals, and parents of students to gain diverse perspectives and strengthen the validity of the data. The selection of subjects and informants was carried out purposively, namely based on certain considerations relevant to the purpose of the research, especially students who were identified as having difficulty reading. The data collection techniques in this study include observation, interviews, and documentation. Observation is carried out directly in the classroom to observe students' reading activities, interactions between teachers and students, and learning strategies used in literacy activities. In-depth and semi-structured interviews were conducted with teachers, students, and parents to unearth information about experiences, barriers, and factors that affect students' reading skills. Meanwhile, documentation is used to complete data in the form of learning evaluation results, student development records, and other supporting documents relevant to reading ability.

Data analysis is carried out qualitatively by following the stages of data reduction, data presentation, and drawing conclusions. At the data reduction stage, the researcher sorted and focused data related to the factors that cause reading difficulties, such as internal student factors, family environment factors, and learning factors at school. Furthermore, the data that has been reduced is presented in the form of a descriptive narrative so that it is easy to understand and analyze. The final stage in the form of drawing conclusions is carried out by interpreting research findings systematically based on patterns that emerge from the data.

To ensure the validity of the data, this study uses triangulation techniques, both source triangulation and triangulation techniques. Source triangulation is done by comparing information obtained from students, teachers, and parents, while technical triangulation is done by comparing the results of observations, interviews, and documentation. Thus, the data obtained is expected to have a high level of validity and reliability. Through this research method, it is hoped that the research will be able to reveal in depth the factors that cause reading difficulties in high-grade students at 19 Sawang State Elementary School, so that the results of the research can be the basis for schools and teachers in designing more effective learning strategies to improve students' reading skills.

### 3. RESULTS AND DISCUSSION

#### 3.1 Research Results

The results of the study showed that reading difficulties in high grade students at SD Negeri 19 Sawang were influenced by several factors, namely: physiological factors, intellectual factors, environmental factors that include students' background at home and family socio-economic backgrounds and psychological factors that included motivation, interests, and social maturity, emotions, and self-adjustment. This research was carried out at SD Negeri 19 Sawang from May to July 2025. With data collection techniques using interview techniques. Interviews were conducted with 10 high class students, 10 parents of students, and 4 guardians.

**Table 1.** Research Results

| Yes | Factors of Reading Difficulties | Findings Indicators                                                                        | Percentage of Students (%) | Category |
|-----|---------------------------------|--------------------------------------------------------------------------------------------|----------------------------|----------|
| 1   | Linguistics as a factor         | Difficulty recognizing vocabulary, understanding word meaning, and sentence structure      | 72%                        | Height   |
| 2   | Factor Cognitif                 | Low memory, weak concentration when reading, slow to understand the content of the reading | 65%                        | Height   |
| 3   | Motivational Factors            | Low interest in reading, bored quickly, reluctant to read long texts                       | 70%                        | Height   |
| 4   | Family Environment Factors      | Lack of parental support, lack of reading habits at home                                   | 68%                        | Height   |
| 5   | School Environment Factors      | Limitations of reading materials, monotonous learning methods                              | 60%                        | Medium   |
| 6   | Learning Media Factors          | Lack of use of engaging and contextual media                                               | 58%                        | Medium   |
| 7   | Psychological Factors           | Low self-confidence, fear of making mistakes when reading                                  | 55%                        | Medium   |

#### 3.2 Discussion

The results of a study on the factors that cause reading difficulties in high-grade students at Sekolah Elementary Negeri 19 Sawang show that reading problems are still a serious issue that requires special attention from various parties, both teachers, schools, and parents. Reading as one of the language skills has a central role in supporting the success of student learning at the elementary education level. In the high class of elementary school, reading ability should have been at the stage of reading comprehension, no longer reading at the beginning. However, the findings of this study show that most students still experience various forms of reading difficulties that have a direct impact on their academic achievement. Linguistic factors occupy the highest position as the cause of reading difficulties with a percentage of 72%. Linguistic difficulties experienced by students include limited vocabulary mastery, inability to understand the meaning of words in the context of sentences, and difficulty recognizing complex sentence structures. This shows that the mastery of the linguistic aspects of high-class students at SD Negeri 19 Sawang is still not optimal. Limited vocabulary causes students to have difficulty understanding the content of the reading thoroughly, so the reading process becomes slow and ineffective. This condition is in line with reading theory which states that reading comprehension is greatly influenced by the breadth of vocabulary and syntactic ability of readers.

In addition to linguistic factors, motivational factors also show a high percentage, which is 70%. The low interest in reading in students is one of the important findings in this study. Most students show a reluctance to read, especially when faced with long and uninteresting reading texts. This lack of reading motivation is influenced by reading habits that have not been formed from an early age and the dominance of using gadgets for entertainment compared to reading books.

This condition has an impact on the low frequency of students' reading practice, so that their reading skills do not develop optimally.

Cognitive factors are also the main cause of reading difficulties with a percentage of 65%. Cognitive difficulties found include weak memory, lack of concentration when reading, and slow process of understanding information. Students are often unable to remember important information from the readings they have read, so they have difficulty answering questions related to the content of the text. This shows that basic thinking skills related to the reading process, such as remembering, comprehending, and interpreting information, still need to be improved. Family environment factors also contribute significantly to students' reading difficulties with a percentage of 68%. The results of the study show that most parents have not provided maximum support for children's reading activities at home. The lack of availability of reading materials, lack of parental assistance when children study, and the absence of the habit of reading together are factors that worsen students' reading skills. A less literate family environment causes students to not be used to interacting with reading texts regularly, so their reading skills develop slowly.

School environment factors also affect students' reading difficulties even though they are in the medium category with a percentage of 60%. The limitation of reading materials that vary and is in accordance with the level of student development is one of the main obstacles. In addition, reading learning methods that are still conventional and less innovative cause students to feel bored quickly. Learning to read that only focuses on package book texts without a variety of activities can reduce students' interest and participation in the learning process. The use of learning media is also a factor that affects students' reading ability with a percentage of 58%. Learning media that is less interesting and uncontextual causes students to have difficulty understanding the content of reading. In fact, the use of visual, audio-visual, and interactive digital text media can help students understand reading more easily and enjoyably. The lack of use of innovative learning media shows that reading learning at SD Negeri 19 Sawang still needs to be developed to suit the characteristics and needs of students. Psychological factors, although in the moderate category with a percentage of 55%, remain an important concern in this study. Low self-confidence and fear of making mistakes when reading cause students to be reluctant to read aloud in front of the class. This condition has an impact on the lack of opportunities for students to practice reading and get feedback from teachers. These psychological factors are often closely related to a student's previous learning experience, especially if they have ever received a negative response when they make a reading mistake. Overall, the results of this study show that reading difficulties in high-grade students at SD Negeri 19 Sawang are caused by multidimensional factors. There is no single factor that stands alone, but rather is interrelated and affects each other. Linguistic, cognitive, and motivational factors are the dominant factors that need to be prioritized. However, factors such as the family, school, learning media, and psychological environment cannot be ignored because they also strengthen or weaken students' reading skills.

The implication of the results of this study is the need for integrated efforts in overcoming students' reading difficulties. Teachers need to develop a reading learning strategy that is varied, engaging, and student-centered. Schools need to provide adequate literacy facilities, such as reading corners and a diverse collection of books. Parents are also expected to create a home environment that supports the culture of reading. With synergy between schools, families, and students, reading difficulties in high grade students at SD Negeri 19 Sawang are expected to be minimized so that students' literacy skills can be improved continuously. Research on reading difficulties in elementary school students is not a completely new study in the field of education and literacy. Various previous studies have examined the factors that cause reading difficulties, both from the linguistic, cognitive, and learning environment aspects of students. However, the research on *Factors Causing Reading Difficulties in High Grade Students at State Elementary School 19 Sawang* has a number of uniqueness that significantly distinguishes it from relevant studies that have been conducted previously.

The first uniqueness of this research lies in the focus of the research subject, namely elementary school high class students. Most previous research has focused more on reading difficulties in low-grade students, especially at the beginning reading stage. These studies generally emphasize aspects of letter recognition, syllable combination, and early reading fluency. In contrast, this study specifically examines reading difficulties in students in grades IV, V, and VI who are ideally at the reading comprehension stage. Thus, this study reveals the phenomenon that reading difficulties are not always completed in the early stages of primary education, but can continue to high grades if not handled systematically. The second uniqueness lies in its comprehensive approach to the factors that cause reading difficulties. Previous relevant studies have tended to examine the factors of reading difficulties partially, for example, focusing only on linguistic factors or family environmental factors. This study integrates various factors simultaneously, including linguistic, cognitive, motivational, family environment, school environment, learning media, and psychological factors. This multidimensional approach provides a more complete and realistic picture of the complexity of reading problems faced by elementary high school students.

The next uniqueness is the emphasis on the interaction between factors that cause reading difficulties. This study not only identifies the factors separately, but also examines the relationship between these factors. For example, low reading motivation is not only seen as an internal problem of students, but is also associated with limited learning media and lack of support from the family environment. This approach is different from previous studies that generally looked at the factors that cause reading difficulties linearly and separately from each other.

The uniqueness of these four studies lies in the local context of the research, namely the 19 Sawang State Elementary School. Many previous studies have been conducted in urban areas or schools with relatively adequate educational facilities. This research was conducted in the context of elementary schools in areas that have their own social and cultural characteristics. Thus, the results of this study make an important contribution in enriching the treasure of literacy research based on local contexts, as well as a representation of the real conditions of reading learning in elementary schools in non-urban areas.

In addition, this study has a uniqueness in the findings of the dominance of linguistic factors in high-grade students. Previous research generally concluded that linguistic factors were more dominant in low-grade students, while in high-grade students reading difficulties were more due to motivational or environmental factors. However, the results of this study show that limited vocabulary and understanding of sentence structure are still the main factors of reading difficulties in high grade students. These findings provide a new perspective that strengthening the linguistic aspect remains relevant and necessary up to the high grade level of elementary school. The next peculiarity is the emphasis on the psychological aspects of students in the context of high classes.

Previous research has often ignored psychological factors in upper-class students assuming that they have had better self-confidence. This study actually found that fear of being wrong and low self-confidence are still inhibiting students' reading skills. These findings suggest that affective factors continue to play an important role in reading success, even in students who are already in the advanced stages of primary education. In terms of practical contribution, the uniqueness of this research is also seen in the direct implications for learning in schools. This research not only stops at problem identification, but also provides an empirical basis for teachers and schools to design more targeted reading intervention programs. The results of this study can be used as a reference in the development of school literacy programs, the selection of reading learning methods and media, as well as increasing parental involvement in supporting students' reading skills at home. Overall, the uniqueness of this study lies in the combination of high-grade subject focus, multidimensional approaches, local contexts, and empirical findings that enrich the understanding of reading difficulties in elementary school students. Compared to previous relevant studies, this study not only expands the scope of reading literacy studies, but also offers a new perspective that confirms that reading problems are sustainable and require continuous handling. Thus, this research has a strong novelty value and is relevant for the development of basic education and reading learning practices in schools.

#### 4. CONCLUSION

The conclusion of the results of the study on the factors that cause reading difficulties in high grade students at State Elementary School 19 Sawang shows that reading problems are still a serious challenge in the learning process in elementary school. Reading skills that should have developed at the reading comprehension stage have not been fully mastered by most students. This condition indicates a gap between the demands of the curriculum and the actual abilities of students in the field. The reading difficulties experienced by students are not singular, but are influenced by various factors that are interrelated and form complex problem patterns. The results of the study show that linguistic factors are the dominant cause of students' reading difficulties. Limited vocabulary mastery, low ability to understand the meaning of words in the context of sentences, and difficulty understanding more complex sentence structures are the main obstacles in the process of reading comprehension. The inability of students to process these linguistic aspects has a direct impact on the low understanding of the content of reading. Thus, it can be concluded that strengthening language competence, especially vocabulary mastery and understanding of sentence structure, is an urgent need in an effort to improve the reading ability of high-grade students.

In addition to linguistic factors, motivational factors also have a very significant role in influencing students' reading skills. Low interest in reading, lack of reading habits, and a tendency for students to avoid long reading texts show that reading has not become a fun activity for students. This condition causes the frequency of reading practice to be very limited, so that students' reading skills do not develop optimally. Therefore, the results of this study confirm that increasing students' motivation and reading interest should be an integral part of the reading learning strategy in elementary school. Cognitive factors are also one of the main causes of reading difficulties in high grade students at SD Negeri 19 Sawang. Weak memory, lack of concentration when reading, and slow process of understanding information show that basic thinking skills that support reading activities have not been developed optimally. This has an impact on students' inability to grasp the main idea, infer the content of the reading, and relate the information in the text to previous knowledge. Thus, the development of students' cognitive abilities through structured and continuous reading exercises is indispensable to improve the quality of reading comprehension.

The family environment has also been shown to have a great influence on students' reading difficulties. The lack of parental support in the form of learning assistance, the lack of availability of reading materials at home, and the absence of a reading culture in the family are factors that strengthen students' reading difficulties. This conclusion suggests that the formation of reading skills is not only the responsibility of the school, but also requires an active role of the family.

Without the support of a conducive home environment, school efforts to improve students' reading skills will be difficult to achieve optimal results.

In addition, school environment factors also contribute to the emergence of students' reading difficulties. The limited variety of reading materials, the lack of utilization of reading corners, and learning methods that tend to be monotonous cause students to be less actively involved in reading activities. This condition shows that the learning environment in schools has not fully supported the development of student literacy as a whole. Therefore, strengthening school literacy culture through the provision of adequate facilities and the implementation of innovative reading learning is an important need that cannot be ignored. Learning media factors and psychological aspects of students also play a role in shaping students' reading skills even though they are in the medium category. The lack of use of interesting and contextual learning media causes students to have difficulty understanding the content of the reading and quickly feel bored. On the other hand, low confidence and fear of making mistakes when reading discourages students from practicing reading actively. This conclusion suggests that reading learning should be designed with the emotional needs and learning characteristics of students in mind so that they feel comfortable and motivated in the learning process. Overall, the results of this study confirm that reading difficulties in high grade students at 19 Sawang State Elementary School are caused by multidimensional and mutually affecting factors. Linguistic, motivational, and cognitive factors are the dominant factors, while factors of the family environment, school environment, learning media, and psychology play a supporting role in strengthening or weakening students' reading skills. Therefore, efforts to overcome reading difficulties cannot be done partially, but rather require a holistic and collaborative approach between teachers, schools, parents, and students.

This conclusion provides important implications for the development of reading learning in elementary schools. A learning strategy is needed that emphasizes strengthening linguistic aspects, increasing reading motivation, and developing students' cognitive abilities. In addition, the formation of a literacy culture in the school and family environment must be a common priority. With the synergy between various parties, it is hoped that reading difficulties in high-grade students can be minimized so that students' literacy skills increase and the goal of learning Indonesian in elementary schools can be optimally achieved.

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