Analysis of Early Reading Difficulties in Second Grade Elementary School Students

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Abstract: This research aims to analyze the early reading difficulties of second-grade elementary school students using the EGRA (Early Grade Reading Assessment) test. The research method used is a descriptive qualitative approach involving 20 second-grade students from several elementary schools. The instrument is based on the EGRA test as a measure to identify the level of early reading ability of students. The results show students' difficulties in early reading, including letter recognition, reading text recognition, word comprehension problems, and reading fluency. Data analysis also shows differences in reading ability levels among students, with most facing challenges in accurately identifying and understanding words. The implications of this research emphasize the need for developing appropriate teaching strategies to help students overcome their reading difficulties. This study is expected to contribute to developing more effective early literacy programs and support students' progress in reading at the primary education level.

Keywords: early reading ability, elementary school students, factor analysis
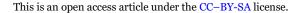
Introduction

In the 21st-century education landscape, the importance of reading for students cannot be overstated. Beyond basic literacy skills, reading serves as a foundation for acquiring knowledge, developing critical thinking abilities, and enhancing communication skills. In today's rapidly changing world, where information is abundant, and technology continues to evolve, the ability to read effectively is crucial for students to navigate and thrive. Reading beyond decoding words on a page; it involves comprehension, analysis, and synthesis of information from various sources. This enables students to engage deeply with texts, evaluate perspectives, and form informed opinions. These skills are essential in preparing students for higher education, careers, and active citizenship in a globalized society. Moreover, in 21st-century learning, where digital and information literacy are paramount, reading is a foundational skill. It forms the basis for students to evaluate online content critically, distinguish between reliable and unreliable sources, and effectively utilize digital tools for learning and communication.

Educators today recognize the transformative power of reading in shaping students' intellectual growth and personal development. By fostering a love for reading and providing access to diverse literary resources, schools support academic achievement and nurture a lifelong passion for learning. This approach enhances students' academic success and prepares them to adapt to new challenges and make meaningful contributions to their communities.

The National Education System Law of 2003 emphasizes the importance of reading as the foundation of the educational process in Indonesia. The principles of organizing education state that education is conducted by developing a culture of reading, writing, and arithmetic for all community members. This paragraph means that reading for community members is an important part of learning (Sisdiknas Kemendikbud, 2003). Reading is a separate skill and the main foundation for acquiring

knowledge (Gee, 2018; Hernandez, 2011; Silverman et al., 2021). Therefore, reading is an important factor in the learning process (Afrom, 2013; Becker et al., 2010; Teguh, 2013) because reading is one of the key skills that have a significant impact on student development (Dickinson & Porche, 2011; Rizka Damaiyanti et al., 2021). Through reading, a student will be able to understand information or knowledge. Reading will help students learn and study various knowledge. Several literatures mention that reading for elementary school students holds a very important position because it is the foundation for the learning process at the next level (Kendeou, 2014; Sabrina, 2016; Torgesen, 2002; A. Torppa, 2020; A. Torppa & George, 2016). A student with reading skills will be able to understand information, think critically, and communicate effectively (Khashabi, 2018). This is because reading is also part of language skills for students (Elendiana, 2020; Magdalena et al., 2021).

Reading skills are also a basic requirement for students, and reading skills will support other language skills (Muammar, 2020). The importance of reading at the elementary level is not only related to individual academic achievement but also has a long-term impact on society. Students with good reading skills are likely to become more competent members of society in making decisions and more capable of accessing educational and employment opportunities in the future (Teguh, 2013). Santrok (2012) also mentions that a student can express thoughts through language so that others understand and create social relationships. Thus, language is an indicator of a student's success and achievement. Active-speaking students are sometimes reflections of intelligent children. Before understanding other knowledge, students need to use language to understand each new knowledge they receive. Students will be able to develop their abilities in sound articulation, writing, reading as support in higher literacy levels. Therefore, an interactive learning method is needed to provide enthusiasm and challenge children to improve learning and be able to use quality language. Students' language skills are important because, with language, students can communicate with friends or people around them (Adhani, 2002).

Reading skills are not a natural process but a learning process that must be carried out from early school (Fatonah, 2020; Ihbour et al., 2019; Mumba & Mkandawire, 2020; Senol, 2021). Students' experiences in elementary school should be an important intervention by teachers to produce skilled readers. Reading is not only to gain information but also functions as a tool to expand a person's language knowledge. Reading instruction at the elementary school level consists of two stages: early reading for lower-grade students and reading comprehension for upper-grade students (Nurani & Mahendra, 2019). Specifically, the researchers will focus on early reading skills at the elementary school level in this study.

Early reading is important in learning (Bao et al., 2020; Smith et al., 2021). Poor early reading skills are associated with low achievement in higher grades (Rahman & Haryanto, 2014). Many studies show that good early reading skills will help students to learn to read more easily and improve student achievement (Sénéchal & LeFevre, 2002). Good early reading skills significantly impact academic development in subsequent stages (Gersten et al., 2001, 2020; Teng & Zhang, 2021). In the early reading phase, the main focus of instruction is to ensure that students have good literacy skills. This means students must have skills in recognizing letters, identifying and grouping letters, and arranging those letters into syllables, words, and sentences. The initial reading process begins with the introduction of vowel and consonant letters. Once students master these letters, they are introduced to forming syllables. Next, the recognized syllables will be arranged to form words and simple sentences. The stages in early reading include recognizing sentence structure, understanding word arrangement, recognizing letters, arranging letters into syllables, and arranging syllables into words(Ehri, 2013). The early reading learning phase emphasizes the development of basic reading skills by requiring children to pronounce letters, syllables, words, and sentences from written to oral forms (Wren, 2000).

Early reading is the initial reading learning stage for lower-grade elementary school students. Students learn to acquire skills, master reading techniques, and grasp reading content well (Nurani & Mahendra, 2019). Therefore, teachers need to design reading instruction well to foster reading habits as something enjoyable. A learning atmosphere should be created through language games in reading instruction. This is in line with the characteristics of children who still enjoy playing. Games play an important role in the cognitive and social development of children. Tantri (2016) mentions that reading involves more than recognizing letters and words. Reading skills include understanding the meaning of words, sentences, and texts (Harianto, 2020). Students must learn how to analyze, respond to, and understand the texts they read. Therefore, effective reading instruction approaches must be comprehensive and involve various aspects of reading skills.

Although reading instruction has become a primary focus in elementary schools, some students still face challenges in achieving the expected level of reading competence. Many students face difficulties in understanding letters, words, and sentences. Reading difficulties are a problem that affects many elementary schools worldwide. This raises concerns for teachers, parents, and education experts. Reading difficulties are also found in upper-grade students. Some students are forced to advance to the next grade while their basic reading skills are not yet optimal. This results in children lagging in achievement because they are forced to follow the instruction despite low reading skills. Dozens of junior high school students in Pangandaran cannot read (Tribun Jabar, August 4, 2023). Furthermore, a study by the Curriculum and Education Assessment Standards (BSKAP) and the Innovation Program Agency found that 18,370 students from 612 schools in 19 provinces could not read in grades 5 and 6 of elementary school. This phenomenon can occur due to various internal or external factors, such as the influence of interest, habit, parenting patterns, and other factors contributing to this situation (Alifah et al., 2024; Mustadi et al., 2024; Wibowo et al., 2022).

Reading difficulties at the elementary level are a complex and varied problem that can include difficulties in identifying letters, difficulties in understanding syllables, difficulties in reading long texts, or even difficulties in understanding the meaning of texts. Early intervention needs to be done to prevent reading difficulties (Amendum et al., 2016). Teachers can conduct early detection, especially for children suspected of having a risk of reading delays. Snow, Burns, and Griffin (1998) state that early reading skills are important predictors of later academic achievement. Specifically, early intervention helps identify and address reading difficulties before they develop into more serious problems. One important aspect of early intervention is the early identification of reading difficulties. According to Torgesen (2011), timely intervention can prevent persistent reading difficulties and help students achieve adequate reading skills. Early identification of reading difficulties, such as problems with phonemic awareness or decoding, allows educators to provide targeted support to help students overcome these obstacles.

Research by Fauzi (2018) shows that students who experience reading difficulties show low learning outcomes in other subjects. This means reading difficulties are related to low student learning outcomes in other subjects. The form of reading difficulty that tends to be the most dominant among all students is comprehension errors. Meanwhile, comprehension of reading or reading comprehension will be successful if students can correctly perform early reading (Aqmarina & Cahyani, 2022), Early reading difficulties for students can have a significant impact on their literacy development. For some children, these difficulties can become initial barriers that affect their confidence and interest in reading. Children who experience reading difficulties at the early learning stage often feel frustrated and confused, affecting their motivation to engage in reading activities. The psychological impact of reading difficulties can include feelings of low self-esteem, anxiety, and shame. Students who struggle with reading may feel left behind or different from their peers, which can trigger social isolation and decrease learning motivation (Mustadi et al., 2024; Wibowo et al., 2024). Therefore, in addressing early reading difficulties, it is important to consider not only the technical aspects of reading skills but also the emotional and psychological aspects experienced by students. Students who struggle with reading may feel left behind or different from their peers, leading to social isolation and a general decline in learning motivation. Over time, these reading difficulties can also negatively impact the development of further literacy skills, considering that reading is the foundation for most learning across various subjects (Masfufah & Wibowo, 2024; Harokah et al., 2024).

In addition to psychological impacts, reading difficulties can also affect overall academic achievement. Students with reading difficulties may struggle to understand instructions, master subject material, and express themselves in writing. This can create a gap between them and their classmates regarding academic achievement, which can affect educational opportunities and future career development.

In practice, it has been found that not all students experience the same reading development. Many elementary school students face reading difficulties in the early stages of learning. Factors that can influence early reading ability include socioeconomic background, family environment, and individual differences in child development. As a result, a number of students struggle to develop strong reading skills, which can potentially negatively impact their academic performance and confidence in learning (Kendeou, 2014; Muammar, 2020; M. Torppa et al., 2017).

Several previous studies have concluded that initial reading difficulties can have serious consequences, including limited access to information, decreased academic performance, and potential socioeconomic inequality in the future. Therefore, a deep understanding of the analysis and factors contributing to reading difficulties at the initial stage is essential to developing more effective educational strategies and supporting literacy development. Reading difficulties at the elementary school level can have multifactorial roots, involving factors such as family environment, quality of teaching, and individual student characteristics. Therefore, in-depth research on reading difficulties in second-grade elementary school students is needed to understand the factors that may influence the development of reading skills at this early stage (Vellutino et al., 2007),

This study aims to identify and analyze the initial reading difficulties of second-grade elementary school students using a qualitative case study approach. The study will use the Early Grade Reading Assessment (EGRA) test instrument developed by USAID to address this issue. This instrument has proven effective in measuring reading ability at the initial level and will be used to identify specific difficulties students face. Thus, this study will identify, analyze, and understand the factors contributing to reading learning difficulties in elementary schools (Toding & Wibowo, 2024). This research will also provide recommendations for addressing initial reading difficulties for elementary school students. By identifying the problems and challenges second-grade students face in developing reading skills, this study is expected to contribute to understanding factors affecting early reading ability and provide a foundation for developing more effective learning strategies.

Early reading is an essential skill that students must acquire at the initial stages of education. Various literature emphasizes the importance of reading ability at the elementary school level in forming the foundation of literacy and learning skills (Awaliyah et al., 2024). At the elementary level, the process of learning to read is a critical stage in the development of students' literacy skills. According to Chall's Stages of Reading Development, second grade is the initial stage where students face the critical task of decoding words and sentences with increasing comprehension complexity. Reading difficulties at this stage can long-term impact students' literacy skills and academic achievement (Chall, 2013).

Various factors can contribute to reading difficulties in second-grade students. These factors include the family environment, teaching methods, and individual student characteristics. Research by Snow et al. (1998) indicates that these factors are interconnected, and effective interventions require a thorough understanding of these dynamics. The EGRA test instrument, developed by USAID, has proven effective in measuring reading ability at the initial level. EGRA assesses basic reading skills, including word comprehension, letter recognition, and reading speed. Studies using EGRA as a research instrument have provided in-depth insights into students' reading abilities and the identification of specific difficulties (Dubeck & Gove, 2015).

Piaget's theory of cognitive development presents a highly relevant framework for understanding the child's developmental process, particularly in the context of understanding early reading in second-grade elementary school students. According to Piaget, children at this age are in the concrete operational stage, where they begin to understand symbols and abstract concepts. Despite educational efforts to improve students' reading skills, challenges remain in achieving reading competency standards among second-grade students in various regions. Factors such as the lack of educational resources, ineffective teaching methods, and inequalities in educational access can be barriers (UNESCO, 2019).

Methods

This research was conducted using a descriptive qualitative case study approach. It was carried out in several elementary schools. Data were obtained through observations and interviews and analyzed through reduction, presentation, and conclusion drawing. The researcher used a standardized instrument, the EGRA test, on 20 students for the observations. The EGRA test was designed to inform educational systems and programs and is not an intervention. It was designed to measure several basic literacy skills needed for beginning readers. EGRA is a collection of subtasks, each with a specific purpose Meanwhile, interviews were conducted with two teachers to explore the supporting and inhibiting factors in the early reading learning process of second-grade elementary school students (Liswantiani et al., 2024).

The main instrument used was the EGRA test, which was adapted to fit the study context. This test included four main indicators: letter recognition, reading meaningful words, reading non-meaningful words, and reading fluency with comprehension. Assessment guidelines for each indicator were also prepared.

Table 1. Instrument Test EGRA

Indicator	Test
Letter Recognition	On this test sheet, there are letters in Indonesian. Students are asked to name as many letters as possible. Time is measured for 60 seconds.
Reading Meaningful Words	This stage measures the ability to read separate words according to the student's level. The task is to read as many words on the test sheet as possible without spelling. Students are given 60 seconds.
Reading Non-meaningful Words	This stage measures phonemic awareness and orthographic understanding. It measures the ability to read alphabet principles and decode grapheme-phoneme pairs. The words on this test sheet have no meaning.
Reading Comprehension	This is a key assessment stage, measuring fluency in reading connected text and comprehension.
Listening Comprehension	This stage measures the ability to follow and understand a simple story.

The research procedure began with individual testing using the EGRA test on each student. The test results were then analyzed quantitatively to measure each indicator's reading difficulty level. Next, interviews with classroom teachers were conducted to further understand the learning context and interventions that had been applied. Classroom observations were carried out to obtain a direct picture of the interaction between teachers and students during reading instruction. Document analysis, such as lesson plans and teaching materials, was performed to provide additional context and support the interpretation of results. The EGRA test data were qualitatively analyzed to identify factors that might influence students' reading difficulties.

The entire study was conducted with attention to research ethics principles, including student data privacy and security. Written permission from the school and parents was obtained before starting the research. All research steps were carried out while maintaining the confidentiality of student identities, and data were used only for this study.

Results and Discussion

Measuring early reading ability is important, one of which is detecting students' reading difficulties (Torgesen et al., 2010). Using the EGRA test, the researcher administered the test with the following results.

1. Letter Recognition

Table 2. Letter Recognition

T	j	I	K	l	u	O	p	L	M
G	y	F	R	e	Q	c	B	d	b
S	t	w	A	z	V	o	r	D	q
o	y	E	C	x	s	L	n	C	T
b	Y	R	i	U	k	J	p	N	L
C	r	J	l	D	F	u	K	h	S
Z	b	H	u	L	c	M	X	B	J
v	N	g	K	s	G	D	r	S	A
K	C	l	h	k	d	B	s	D	z
L	f	G	H	d	J	c	M	b	I

This stage assesses the ability to identify letters. On the test sheet, there are letters in the Indonesian language. Students were asked to name as many of these letters as possible. The time allotted for this was 60 seconds. The EGRA test conducted on 16 second-grade students from several elementary schools provided an overview of early reading difficulties. The analysis of the first indicator, "Letter Recognition," showed that, on average, students could recognize the presented letters. Although most students could identify common letters well, there was significant variation in understanding fewer common letters. Among the letters incorrectly named by students were N, r, I, D, L, V, Z, X. These letters were misidentified partly because students rarely mention them.

2. Reading Meaningful Words

Table 3. Reading Meaningful Words

ibu	*guru*	*minum*	*susu*	*putih*
amel	*lari*	*pagi*	*hingga*	*siang*
malam	*tadi*	*ada*	*tukang*	*bubur*
sore	*hari*	*bapa*	*akan*	*datang*
teman	*saya*	*juara*	*lomba*	*makan*
bulan	*sangat*	*indah*	*saat*	*sinar*
kebun	*paman*	*banyak*	*belalang*	*liar*
kerja	*kantor*	*bandung*	*rajin*	*sekali*
makan	*telur*	*terdapat*	*gizi*	*baik*
sapu	*pada*	*supaya*	*rumah*	*bersih*
mother	teacher	drink	milk	white
Amel	run	morning	until	noon
night	earlier	there is	craftsman	porridge
afternoon	day	father	will	come
friend	me	champion	race	eat
moon	very	beautiful	when	light
garden	uncle	many	grasshopper	wild
work	office	Bandung	diligent	very
eat	egg	contained	nutrition	good
broom	on	so that	house	clean

This stage is designed to measure students' phonemic awareness and orthographic understanding. It assesses reading ability based on alphabet principles, aiming to access the decoding skills of grapheme-phoneme pairs. The words on this test sheet have no meaning. Students are only required to read as written within 60 seconds.

In the second indicator, "Reading Meaningful Words," students demonstrated varying levels of success. Most students were able to read words correctly. However, some words, such as "kerja" (work), "gizi" (nutrition), and "saat" (time), showed higher levels of difficulty.

3. Reading Non-Meaningful Words

Table 4. Reading Non-Meaningful Words

ngama	*juka*	*laop*	*curan*	*suti*
tongi	*lakep*	*ngidur*	*duaz*	*quat*
xera	*rewu*	*sude*	*rutci*	*riste*
hurma	*suhli*	*fusa*	*ojon*	*zola*
vuas	*foso*	*muhul*	*rebi*	*lokas*
wehpo	*quil*	*kure*	*lope*	*nura*
fote	*celi*	*farux*	*dareh*	*bader*
vire	*talhe*	*ladar*	*resan*	*bakir*
cuar	*fated*	*harec*	*jain*	*vaziy*
pole	*gaister*	*uturew*	*qure*	*maine*

In this stage, the ability to read isolated words according to the students' level is measured. The task for students is to read as many words as possible from the test sheet without spelling them out. Students are given 60 seconds. The third indicator, "Reading Non-meaningful Words," showed a relatively high difficulty level. Several words, such as foso, qure, wehfo, lokas, xera, juka, lakep, dareh, laop, tungi, ngama, xera, rewu, pole, avat, juka, talhe, and uturew, presented challenges.

The high level of difficulty in the third indicator, 'Reading Non-meaningful Words,' highlights the challenges students face in recognizing and pronouncing meaningless words accurately. The overall success rate remains low, indicating an urgent need to improve this ability to read isolated words.

Further analysis of specific words that students find difficult to read, such as qure, foso, wehfo, lokas, xera, juka, lakep, dareh, laop, tungi, ngama, xera, rewu, pole, avat, juka, talhe, and uturew, can provide additional insights. It may be necessary to consider specific approaches or teaching strategies focused on recognizing these meaningless words. Additionally, it is important to determine if there are specific patterns in students' difficulty with these words. Are students struggling with words with certain phonetic patterns or combinations of specific letters? This information can help in designing more effective learning strategies.

Targeted improvement steps and learning strategies must be implemented to ensure an increase in the ability to read non-meaningful words, thereby positively impacting students' overall early reading abilities.

4. Fluency in Oral Reading and Reading Comprehension

Table 5. Short Reading Passage

In Indonesian

Maya merupakan siswa kelas 2 Sekolah Dasar (SD). Ia adalah anak yang pintar. Sekarang Maya sedang ada di perpustakaan membaca buku. Saat istirahat Maya selalu meluangkan waktunya untuk membaca. Karena rajin membaca Maya akan mengikuti lomba pentas dongeng di kecamatan mewakili sekolahnya.
 Jawablah oleh siswa pertanyaan dibawah ini!
    1. Siapa tokoh dalam cerita tersebut?
    2. Apa yang dilakukan oleh Maya?

In English

Maya is a second-grade elementary school student. She is a bright child. Currently, Maya is at the library reading a book. During breaks, Maya always dedicates her time to reading. Due to her diligent reading habits, Maya will participate in a storytelling competition representing her school district.
 Please answer the following questions:
    1. Who is the character in the story?
    2. What is Maya doing?

This stage is a key assessment that measures fluency in reading connected texts and comprehension. This ability includes reading text automatically, accurately, and with expression, as well as the ability to understand questions. For this task, students were given 60 minutes. Fluency in oral reading and reading comprehension, as the fourth indicator, was analyzed through a short story about a second-grade student named Maya. Students were asked questions related to this reading. The results showed that some students experienced difficulty in identifying contextual information such as Maya's class, activities in the library, and the competitions Maya participated in.

5. Listening Comprehension

Table 6. Listening Comprehension

In Indonesian
Pada hari Minggu, Budi dan adiknya bermain sepeda di lapangan, Budi memakai kaos olahraga warna kuning sedangkan adiknya menggunakan kaos warna merah. Mereka pergi bermain sepeda dari pukul 07.00 pagi. Bersepada sejauh 2 km hingga tiba ke lapangan. Di sana merka bertemu dengan teman-temannya yang sama sedang bermain sepeda.   *Jawablah pertanyaan di bawah ini:*

1. *Apa yang dilakukan Budi dan adiknya saat hari Minggu?*
2. *Jam berapa mereka memulai berangkat ke lapangan?*
3. *Kaos olahraga berwarna apa yang digunakan oleh Budi?*

In English

On Sunday, Budi and his younger sibling rode bikes in the field. Budi wore a yellow sports shirt, while his sibling wore a red shirt. They started biking at 7:00 in the morning, covering a distance of 2 km to reach the field. There, they met their friends who were also biking.

1. What did Budi and his sibling do on Sunday?
2. What time did they start their journey to the field?
3. What color sports shirt did Budi wear?

The results of the EGRA tests showed significant variation in the reading abilities of second-grade students. Difficulties identified in the "Letter Recognition" indicator highlight the importance of strengthening understanding of less common letters. Interventions focused on these letters could help improve students' reading skills. The "Reading Meaningful Words" indicator indicated that most students can read common words well. However, difficulties with specific words suggest the need for differentiated approaches in reading instruction. The third indicator indicates that challenges in reading meaningless words indicate barriers to recognizing sound patterns and word structures. Strategies focused on phonemic skill development can help address these difficulties.

Analysis of the story reading revealed that some students struggle to infer contextual information. Therefore, approaches emphasizing contextual understanding and comprehension-focused reading exercises can enhance students' reading and comprehension skills. It is important to identify each student's specific reading difficulties through EGRA tests as it can guide the development of appropriate and effective intervention programs.

The EGRA results and analysis of reading indicators in second-grade students highlight the complexity of early reading difficulties. While most students demonstrate adequate letter recognition and reading of meaningful words, challenges remain in reading meaningless words and reading comprehension. Variation in difficulty levels among students underscores the need for individually tailored interventions. Therefore, flexible and differentiated teaching approaches can strengthen students' reading skills, especially in addressing specific difficulties.

Furthermore, based on the EGRA findings, teachers can be trained to monitor oral reading fluency and practice decoding strategies. These findings also emphasize the importance of collaboration among teachers, educational specialists, and parents in supporting students' literacy development. With a deep understanding of students' reading difficulties, they can collaboratively design and implement appropriate intervention strategies.

Improving teaching methods emphasising understanding less common letters, practising reading meaningless words, and comprehending contextual reading can provide a foundation for developing holistic literacy programs. These findings offer practical guidance for educators and researchers to design more effective interventions for enhancing the early reading skills of second-grade students.

Conclusion

In analyzing early reading difficulties among second-grade elementary school students, this study reveals varying reading abilities and highlights specific areas that require intervention. The results from the EGRA tests and analysis of reading indicators indicate that some students struggle with recognizing specific letters, reading meaningless words, and comprehending texts contextually. The main conclusion is the necessity for a learning approach that focuses on students' individual needs to address specific reading difficulties.

Furthermore, collaboration among teachers, educational specialists, and parents is crucial in designing and implementing effective interventions (McConachie & Diggle, 2007). Targeted and profound learning strategies can be devised through a shared understanding of students' reading difficulties (Gersten et al., 2001). Strengthening reading skills, particularly in areas showing difficulty,

can be achieved through diverse and differentiated teaching approaches (Watson et al., 2012). The importance of media in early reading instruction, such as books or e-books, is emphasized (Shamir & Korat, 2016) or the use of comic media to enhance motivation and reading skills (Budiarti & Haryanto, 2016). Interventions are clearly needed to address various reading difficulties (Jimerson et al., 2007).

This conclusion provides direction for developing literacy policies and programs at the elementary school level. With a deep understanding of early reading difficulties, more responsive and inclusive learning approaches can be applied. This research not only presents empirical findings but also lays the foundation for practical implementation to enhance the reading skills of second-grade students. Future research recommendations should consider steps teachers can take to address early reading difficulties, focusing on improving strategies, using media effectively, and adopting more efficient teaching methods.

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