

ANALYSIS OF READING DIFFICULTIES OF MUSLIM STUDENTS IN SELANGOR, MALAYSIA

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Abstract: The ability to read is one of the initial abilities that students from an early age must possess. This aims to improve students' ability to understand the information conveyed as well as knowledge in the learning process. However, there are still many problems with students' initial reading skills that limit students' ability to understand the information and knowledge provided, one of which is the problem of beginning reading skills faced by students in a guidance center in Hulu Langat, Selangor, Malaysia. This study aims to observe the problems of students' beginning reading skills in guidance workshops in Hulu Langat, Selangor, Malaysia. This study uses a type of qualitative research with a descriptive approach and data collection techniques through observation, interviews, questionnaires, and documentation studies. Data analysis was performed using data reduction techniques, data display, conclusions, and data confirmation. The results of the study showed that many students had difficulties in beginning reading. Some students cannot read the letters of the alphabet or spell words, while others do not know syllables, cannot read sentences, and cannot write letters of the alphabet A-Z. Internal and external factors that affect students' reading ability are also observed. Internal factors include students' ability to read and write, while external factors include the lack of parental attention and the lack of sufficient guidance. In conclusion, there needs to be more intensive efforts in helping students overcome initial reading difficulties.

Keywords: Reading Ability, Beginning Reading Skills, Initial Reading Difficulties

INTRODUCTION

Language is the best instrument for communicating between individuals, so it is important to pay attention to language in achieving effective communication. Language is used by individuals to convey their thoughts, feelings, and emotions, so it has an important role on a global scale. Learning and understanding words or sentences in the alphabet is very important in increasing knowledge and technology to educate the nation's life as one of the goals of education and learning (Ambiro Puji Asmaroini, 2017; Rudiawan & Asmaroini, 2022). As a universal communication tool, almost everyone in the world uses it to communicate. Patel and Jain suggest that language is used to channel thoughts and ideas. Therefore, language has an important role in human survival and progress. According to Oakhill, Cain, and Elbro (2015), reading comprehension requires the coordination of several different cognitive talents and aptitudes, including the ability to conclude, which is one of the traits and abilities that affect a person's ability to understand the material. Even though this understanding looks simple, it is not easy to teach, learn, or practice. A person's expertise in understanding text is caused by his nature and skills, one of which is expertise in making conclusions.

The reading process involves complex steps, especially when students have difficulty identifying difficult words. This can interfere with their expertise in understanding the material read and have an impact on students' difficulties in understanding learning, the majority of which comes from written sources (Ramadhani, 2022). Therefore, reading comprehension must be improved, including increasing vocabulary and reading strategies. Reading is an important step in learning, especially in the academic context of the scope of education (Sparapani, 2018). Although learning problems are a common and everyday occurrence for children, they should not be ignored. Rohman et al. (2022) stated that overcoming problems that arise during the learning process as quickly as possible will make students motivated to complete their schoolwork. Barriers to learning in primary schools seem to have not disappeared, especially for students with reading difficulties who receive less attention from teachers. Reading involves seeing, thinking, psycholinguistics, (Bheni, 2020; Hanandy & Adi, 2022; Rohanan, 2020).

Reading is an activity that involves interaction between the text and the reader's background knowledge. In this research, the focus is on the challenges of learning to read. Someone who has difficulty reading can be considered to have reading skills that are below average (Lyon, Shaywitz, & Shaywitz, 2003). The obstacles experienced by students who struggle to identify words and read slowly can affect their reading comprehension. Information available in a variety of written sources, including textbooks, novels, support materials, and other learning resources, will be difficult for

students who cannot read. Therefore, reading problems are the most basic learning challenges and must be taught from an early age (Wardani et al., 2020).

According to Bryan & Bryan, the main obstacle in learning to read is difficulty understanding parts of words and sentences, compiling those parts, and knowing something at the time, direction, and period (Abdurrahman, 2009). To improve reading fluency and word recognition, several methods can be used, such as phonic techniques (method of expressing letter sounds/spellings), basal reading (reading the beginning/base), the DISTAR program, and repeat reading (Jamaris, 2014: 145). Unfortunately, many students experience difficulties in reading, especially those related to letters, syllables, and sentences (Suyatno, 2022).

As research shown by Rizkiana (2016) examined the causes and effects of students' reading difficulties in identifying letters and assembling letters, flipping letters, changing words, eliminating letters in word order, spelling stuttering, pronouncing wrong words, and paying little attention to punctuation marks do not understand the content of the reading, and difficult to concentrate. In addition, a study conducted by Nurani et al. (2021) also described that elementary school students must learn initial reading skills, where students usually have obstacles and obstacles in the process of beginning reading. In addition, another study conducted by Fita Akda & Dafit (2021) also found that students still had difficulty reading, thus emphasizing the role of the teacher in routine student reading activities. Furthermore, research conducted by Anggraeni et al. (2021) found that children had not learned the letters AZ, their inability to distinguish almost identical letters, and their difficulty in spelling letters, greatly affected students' reading problems. In addition, the less encouraging components of the academic environment and family influences contribute to low student motivation. This study describes six steps in the process of fostering children, namely: identification of cases, identification of problems, analysis of problems (diagnostics), calculation of potential alternative solutions to problems (prognosis), action of solving problems, and evaluation of the results of the settlement, where the conclusions of the study show the increasing use tutoring makes many students able to spell and feel confident while studying. Therefore, (Astuti, 2020; Fadil & Gunung Eleh, 2020).

Tutoring at the Hulu Langat Selangor guidance center, Malaysia, also experienced a relatively similar situation where out of 23 students, 13 children could not read and write, 10 students had sufficient ability to write, and only 6 students could read. This is due to economic and geographical factors because the location of Hulu Langat is far from the city center of Kuala Lumpur, Malaysia.

Even so, the Hulu Langat Selangor guidance center uses a non-formal education system, but having educational guidance there can increase students' competitiveness and ability to read and write.

Based on these problems, this study has an urgency in analyzing the initial reading difficulties experienced by students located in the Hulu Langat guidance center, Selangor, Malaysia. In addition, this study aims to analyze the conditions experienced by students during reading activities and what factors have influenced students in reading difficulties. Thus, the purpose of this study is to provide a clear picture of the obstacles faced by students in reading so that it can assist teachers in designing effective learning strategies to improve student's reading skills in the future. In addition, this research is expected to provide useful information to improve the curriculum and learning methods in non-formal education guidance.

This study is also important in the context of developing education based on Islamic principles in the guidance center of Hulu Langat, Selangor, Malaysia. In studying students' initial reading difficulties, it is important to pay attention to religious and spiritual aspects in the learning approach. In Islam, education is considered one of the main obligations of Muslims. Al-Qur'an, the holy book of Muslims, provides guidelines and values that must be applied in the educational process. Therefore, this study may involve an analysis of the influence of Islamic elements on students' reading difficulties in guidance studios. For example, a learning approach that integrates Islamic values can help students develop a better understanding of the learning material. Using reading materials that are relevant to the Islamic context, such as Islamic stories, can increase students' interest in reading and motivate them to continue learning. In addition, teaching the correct method of reading the Qur'an and using the correct tajwid technique can also be the focus of this study. An analysis of the factors that influence students' reading difficulties can involve identifying religious factors, such as a lack of understanding of Arabic script, incorrect pronunciation, or difficulties in understanding the meaning of verses from the Qur'an. By paying attention to Islamic elements in this study, it is hoped that the results of the study can provide more specific and relevant recommendations for designing learning strategies that are oriented toward Islamic values.

This study aims to observe the problems of students' beginning reading skills in guidance workshops in Hulu Langat, Selangor, Malaysia. This study uses a type of qualitative research with a descriptive approach and data collection techniques through observation, interviews, questionnaires, and documentation studies. Data analysis was performed using data reduction techniques, data display, conclusions, and data confirmation.

METHODS

1. **Research Type and Approach:** The research conducted in this study is a qualitative descriptive approach. This approach aims to gain a comprehensive understanding of the problems faced by

students beginning reading skills in the guidance workshops in Hulu Langat, Selangor, Malaysia. Qualitative research allows the researchers to explore the phenomenon in its natural setting, providing in-depth insights into the experiences, perceptions, and behaviors of the participants.

2. **Data Collection:** The data for this research were collected through various methods to ensure a comprehensive understanding of the issues surrounding the students' beginning reading skills. The types of data used in this study include:
 - a. **Observation:** Researchers observed the students' reading sessions in the guidance workshops to understand their reading abilities, patterns, and challenges they faced during reading activities.
 - b. **Interviews:** Individual interviews were conducted with students, teachers, and parents to gain firsthand perspectives on the student's reading difficulties and to identify any underlying factors that might contribute to their struggles.
 - c. **Questionnaires:** Questionnaires were administered to gather quantitative data on the student's reading abilities, their perceptions of reading, and their level of support from parents and teachers.
 - d. **Documentation Studies:** Researchers reviewed documents, such as student's academic records and previous assessments, to complement the data obtained from other sources and to gain a more holistic understanding of the student's reading progress.
3. **Data Collection Techniques:** To ensure the validity and reliability of the data, various techniques were employed during the data collection process:
 - a. **Semi-Structured Interviews:** The interviews were conducted with a predefined set of open-ended questions to allow participants to provide detailed and meaningful responses while also providing the flexibility to explore new themes and issues that emerged during the interviews.
 - b. **Structured Questionnaires:** The questionnaires were carefully designed to capture specific information related to the student's reading abilities, parental support, and other relevant factors. The questions were clear and concise to facilitate accurate responses.
 - c. **Non-Participant Observation:** Researchers conducted non-participant observations, allowing them to observe the students' reading behaviors without directly influencing the reading sessions.
4. **Data Analysis:** The data collected from various sources were subjected to rigorous analysis to draw meaningful conclusions and address the research objectives. The data analysis process

involved the following steps:

- a. **Data Reduction:** The collected data, including transcripts from interviews and responses from questionnaires, were carefully reviewed and organized to extract relevant information related to the student's reading difficulties and contributing factors.
- b. **Data Display:** Researchers presented the data in a structured manner using tables, charts, and graphs to facilitate a clear understanding of the patterns and trends emerging from the data.
- c. **Triangulation:** To enhance the credibility of the findings, triangulation was employed by cross-referencing data from multiple sources (e.g., interviews, questionnaires, and observations). This approach allowed the researchers to validate and corroborate the data, ensuring the reliability of the conclusions drawn.
- d. **Conclusions:** Based on the analysis of the data, the researchers concluded the problems faced by students beginning reading skills in the guidance workshops. The researchers identified key factors affecting the students' reading abilities, both internal (e.g., reading and writing proficiency) and external (e.g., parental support and guidance).
- e. **Data Confirmation:** The researchers sought feedback from participants and other experts in the field to confirm the accuracy and validity of the findings. This step further strengthened the credibility of the study's results.

In conclusion, this qualitative descriptive study focused on understanding the beginning reading difficulties faced by students in the guidance workshops of Hulu Langat, Selangor, Malaysia. By utilizing various data collection techniques and applying rigorous data analysis, the researchers gained valuable insights into the students' reading abilities and identified potential areas for improvement and intervention to help students overcome their initial reading challenges.

RESULTS AND DISCUSSIONS

Based on the observation process, it can be found that the majority of students in the Hulu Langat guidance center in Selangor, Malaysia, cannot yet read and write (Table 1). This is caused by the condition of students in their initial reading ability in terms of internal factors and external factors. First, the condition of students in initial reading ability at the guidance center in Hulu Langat Selangor, Malaysia. Based on the results of observations made, there are several findings regarding the condition of students' ability to read at the beginning. The first student is Ahmad Fairuz, who has an initial state of not being able to read letters of the alphabet, which has the same problems as Haikal Davi Nizam Romadhon. However, Ahmad Fairuz has other obstacles, such as not being able to write

words, not being able to read sentences, and having difficulty spelling words to read. He is still stuttering at the beginning. Muhammad Haikal Danial also experienced almost the same problem, who had difficulty being able to read early on syllable recognition. Furthermore, Muhammad Danial Aditiya experienced problems in beginning reading, such as not being able to recognize syllables, not being able to read words fluently, reading sentences as well as stammering on initial reading. The next student, namely Man Hendra Alana, who experienced problems in writing the alphabet, still had not mastered it, so he needed more intense guidance to be able to master it.

Furthermore, Nurin Fahrina, one of the students who is also in the Guidance Studio, has problems in writing the alphabet, reading the alphabet, and spelling word for word in sentences. More complex difficulties were even experienced by some students, such as Aulia Nur Afni, Adel Nadira, Katarina Peni Makin, Muhammad Fikri, Lailatul Fitri, Muhammad Amikul Afik who had problems recognizing the AZ alphabet, had not been able to write the AZ alphabet, had not been able to know syllables, have not been able to read words, have not been able to read sentences, and have not been able to spell words. Meanwhile, Ica Nur Safika, one of the students who is in the guidance studio, is still unable to read the alphabet, write the alphabet, and spell syllables. Almost the same symptoms were experienced by Alisya Nur Cahyani who had difficulty recognizing the letters AZ, was unable to read the alphabet per word, do not recognize syllables and sentences. The next difficulty experienced by students in the guidance center was Faizah Azira who had little difficulty in mastering writing the alphabet. Airul Dimas Prasetyo experienced more basic difficulties, where the student could not fully read and could not write the alphabet, and did not recognize syllables. Meanwhile, other students, such as Haikal Muhammad Jafri, did not fully know the alphabet because they did not get the attention of their parents to guide them. Problems with beginning reading were also experienced by other students such as Nurul Safika, Dika Anggara, and Muhammad Faizal, who did not know syllables, understood the alphabet, and could not spell. Meanwhile, Muhammad Azlian has obstacles in recognizing letters of the alphabet, unable to write, and can't spell syllables yet. Finally, Muhammad Adli Fairuz and Muhammad Hidayatullah, where of them had difficulties not knowing the letters of the alphabet at all due to a lack of attention from both parents.

Second, internal and external factors influence students' early reading skills in the guidance center in Hulu Langat Selangor, Malaysia. The internal factor that hindered Ahmad Fairuz from reading at the beginning was the limited time to read. This is coupled with the absence of a learning process that teaches students in teaching writing. While the external factor is the lack of attention from parents who should help the teacher's role in assisting students in beginning reading. The same thing was also experienced by some students like Faizah Azira, Haikal Davi Nizam Romadhon, Lailatul Fitri, Muhammad Danial Aditiya, and Muhammad Haikal Danial, where there is a lack of

role in assisting parents in reading. In contrast to other students, Man Hendra Alana experienced problems in beginning reading, one of which was caused by the absence of parents since childhood because they died so students did not have a companion in learning to write since childhood. The next internal factor that also affected students' initial reading ability at the Hulu Langat guidance center in Selangor, Malaysia was experienced by Alisya Nur Cahyani, Aulia Nur Afni, Ica Nur Safika, Katarina Peni Makin, Muhammad Fikri, Nurin Fahrina caused by the low willingness of students to learn to read, learn the letters of the alphabet and the high activity of playing students. In addition, external factors are caused by the distance to access to education, so the students concerned experience problems in reading. In contrast to previous students, the internal factors faced by students such as Adel Nadira and Airul Dimas Prasetyo who have obstacles are not being able to recognize, write, or read letters of the alphabet because the students concerned do not like reading or even having an interest in honing their reading skills. In addition, the external factors experienced by Airul Dimas Prasetyo were the lack of guidance and attention in starting reading from parents because of work so students often played without direction and assistance from parents.

Based on this, this study found that the majority of students had initial reading difficulties either not knowing the letters of the AZ alphabet or syllables at all caused by the main internal factors due to the low interest in learning and students' learning readiness, especially in reading. In addition, the external factors that make the majority of students who cannot read fully are caused by the minimal role of parents who are supposed to accompany students in learning, as experienced by some students; Nurul Safika, Dika Anggara, Muhammad Faizal, Muhammad Amikul Afik, and Muhammad Azlian, and other students who also experienced the same problem.

Table1. Table of initial reading and writing abilities of students in the Hulu Langat guidance center, Selangor, Malaysia

No	Student's name	Age	Writing Category	Reading Category
1	Ahmad Fairuz	10	Pretty good	Good
2	Muhammad Haikal Daniel	11	Can not	Can not
3	Muhammad Danial Aditya	10	Pretty good	Good
4	Man Hendra Alana	11	Pretty good	Good
5	Haikal Davi Nizam Romadhon	9	Pretty good	Pretty good
6	Nurin Fahrina	9	Enough	Enough
7	Aulia Nur Afni	9	Can not	Can not
8	Katarina Peni Makin	9	Can not	Can not
9	Ica Nur Safika	8	Can not	Can not
10	Adele Nadira	8	Can not	Can not
11	Alisya Nur Cahyani	8	Can not	Can not
12	Faizah Azira	10	Pretty good	Good

13	Muhammad Fikri	11	Can not	Can not
14	Airul Dimas Prasetyo	11	Can not	Can not
15	Hikal Muhammad Jafri	12	Enough	Good
16	Lailatul Fitri	10	Can not	Can not
17	Nurul Safika	9	Can not	Can not
18	Dika Anggara	10	Enough	Good
19	Muhammad Faizal	11	Can not	Can not
20	Muhammad Amikul Afik	8	Can not	Can not
21	Muhammad Azlan	9	Can not	Can not
22	Muhammad Adli Fairuz	7	Enough	Enough
23	Muhammad Hidayatullah	8	Enough	Enough

This study was conducted at a guidance center in Hulu Langat, Selangor, Malaysia, to improve students' reading skills at the beginning. At first, the students were faced with difficulties in reading. Therefore, one of the strategies developed in this study is the implementation of an alphabet board and word order learning media used to help overcome this problem. This strategy is expected to help students read and write more effectively. In this strategy, students are taught to recognize the letters of the alphabet and how to place them into the correct words. The goal of this strategy is to help students acquire the necessary reading and writing skills at the beginning level. The results of the study show that the learning media strategy of alphabetic letters and word order has succeeded in improving students' reading skills. In table 2, it can be seen that the majority of students succeeded in improving their reading skills after following this strategy. Some students even manage to improve their writing skills as well. From this study, it can be concluded that the alphabetic and word order learning media strategy is an effective method in improving students' reading skills at the beginning. In addition, this strategy can also help improve students' writing skills in some cases. Therefore, this strategy can be a useful alternative for teachers in helping students who experience difficulties in reading and writing at the beginning. It can be seen that the majority of students succeeded in improving their reading skills after following this strategy. Some students even manage to improve their writing skills as well. From this study, it can be concluded that the alphabetic and word order learning media strategy is an effective method in improving students' reading skills at the beginning. In addition, this strategy can also help improve students' writing skills in some cases. Therefore, this strategy can be a useful alternative for teachers in helping students who experience difficulties in reading and writing at the beginning. It can be seen that the majority of students succeeded in improving their reading skills after following this strategy. Some students even manage to improve their writing skills as well. From this study, it can be concluded that the alphabetic and word order learning media strategy is an effective method in improving students' reading skills at the beginning.

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Table 2. Table of the results of the implementation of letter board and alphabetical learning media that improve students' reading and writing skills in the guidance center Hulu Langat Selangor, Malaysia

No	Student's name	Writing Ability	Reading Ability
1	Ahmad Fairuz	The ability to write letters of the alphabet is clearer	Reading ability increases
2	Muhammad Haikal Daniel	Able to write letters of the alphabet	Being able to recognize and read begins to get used to it
3	Muhammad Danial Aditya	write pretty neat words	Reading ability increases
4	Man Hendra Alana	The ability to write letters of the alphabet is almost perfect, and the ability to write words is pretty neat	Reading ability increases
5	Haikal Davi Nizam Romadhon	The ability to write letters of the alphabet is almost perfect, and the ability to write words is quite neat	Reading ability increases
6	Nurin Fahrina	The ability to write letters of the alphabet is almost perfect, the ability to write words neatly, and the ability to write increases	Ability in reading increases
7	Aulia Nur Afini	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it
8	Katarina Peni Makin	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it

9	Ica Nur Safika	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it
10	Adele Nadira	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it
11	Alisya Nur Cahyani	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it
12	Faizah Azira	The ability to write letters of the alphabet is almost perfect writing words is pretty neat	Reading ability increases
13	Muhammad Fikri	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it
14	Airul Dimas Prasetyo	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it
15	Hikal Muhammad Jafri	The ability to write letters of the alphabet is almost perfect. Writing words is pretty neat	Reading ability increases
16	Lailatul Fitri	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it
17	Nurul Safika	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it
18	Dika Anggara	The ability to write letters of the alphabet is almost perfect, and the ability to write words is pretty neat	Reading ability increases
19	Muhammad Faizal	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it
20	Muhammad Amikul Afik	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it
21	Muhammad Azlan	Able to write letters of the alphabet	Able to recognize the letters of the alphabet, reading the beginning of getting used to it

22	Muhammad Adli Fairuz	The ability to write letters of the alphabet is almost perfect, and the ability to write words is pretty neat	Reading ability increases
23	Muhammad Hidayatullah	The ability to write letters of the alphabet is almost perfect, and the ability to write words is pretty neat	Reading ability increases

Based on the findings of the data above, it was found that the majority of children had problems with reading difficulties. Reading difficulties that occur in children are disturbances that are symbolized through barriers to the knowledge of letters, uniting each letter for syllables and words. In addition, the research findings show that the initial reading difficulties faced by children are very diverse, especially those related to knowing the letters of the alphabet A-Z, writing the letters of the alphabet A-Z perfectly, knowing syllables, reading words, reading sentences, spelling words, and there are still many students who stammer in reading the beginning. According to Mercer, children who have reading problems often have difficulty in utilizing letters, words, or sentences that are not related to problems such as mental retardation, poor vision or hearing, poor mobility, or emotional problems. As for the characteristics of children who have problems or difficulties in beginning reading, namely; (a) have limitations in distinguishing sights; (b) unable to break down words into letters; (c) has poor visual memory; (d) have different listening problems; (e) fully understand the audio signal; (f) unable to combine sight and hearing; (g) having difficulty learning irregular symbol associations (Rizkiana, 2016). However, according to Fauzi (2018), reading difficulties faced by children are often the result of reading habits, minimal knowledge, and various other symptoms.

The results of the study showed several types of reading difficulties faced by students at the elementary level, such as: (a) children read words backward such as /on/ becomes /no/ or /who/ becomes /how/; (b) the child eliminates words in the sentence, for example, there is the sentence "all the children take balloons and bring them into the room" becomes "the child takes balloons into the room"; (c) the child changes the meaning of the sentence, for example, the sentence "Samson kicked a rock" becomes "Samson was kicked by a rock"; (d) the child adds words to the sentence, for example, the sentence "Samson sits in the stands" becomes "Samson sits on the stands" (Kleopas Mule Main Supervisor & Kasanda, and; Mariyah et al., 2021). In line with this, Rosmayasari & Sukakarya (2021) divided reading difficulties in children into two types, namely: first, Reading difficulties caused by a genetic disorder usually occur in children with dyslexia. Second, reading difficulties are due to low reading ability in students (poor reading) which occurs in children who have lower reading abilities than normal reading abilities. Therefore, students need to become

proficient readers because reading comprehension has a significant impact on the overall learning process (Kusuma Wardani, 2020).

The findings of this qualitative descriptive study shed light on the problems faced by students beginning reading skills in the guidance workshops of Hulu Langat, Selangor, Malaysia. This discussion will explore the connections between existing theories, previous research, and current research findings to create a dialectical argument that deepens our understanding of the challenges and potential solutions for improving students' reading abilities.

1. **Connection to Theories:** The results of this study align with several established theories in the field of education and cognitive development. One such theory is Vygotsky's Zone of Proximal Development (ZPD), which posits that children can accomplish more difficult tasks with the support and guidance of a knowledgeable adult or peer. In the context of beginning reading skills, the findings indicate that students' abilities to read and write play a crucial role in their reading progress. Students who struggle with reading might require individualized support and targeted interventions to bridge the gap between their current abilities and their potential to read proficiently.

Furthermore, the findings resonate with the Social Learning Theory proposed by Bandura. According to this theory, students' learning experiences are significantly influenced by observing others, particularly parents and teachers. In the case of reading difficulties, the lack of parental attention and support emerged as an external factor that hinders students' progress in reading. This emphasizes the importance of involving parents in the reading development of their children and equipping them with strategies to provide effective guidance and reinforcement.

2. **Building on Previous Research:** The current study adds to the body of previous research that has identified various factors affecting students' reading abilities. Research studies on early literacy development have consistently emphasized the significance of phonological awareness, letter knowledge, and decoding skills in successful reading acquisition. The present findings echo these earlier studies, indicating that some students faced difficulties in reading letters of the alphabet, spelling words, and comprehending sentences. This reaffirms the critical role of these foundational skills in developing proficient readers.

Additionally, past research has highlighted the impact of home and school environments on children's reading abilities. Studies have shown that children with a rich literacy environment at home tend to develop stronger reading skills. The current research aligns with this idea, as the lack of parental attention and sufficient guidance emerged as external factors that negatively affected

students' reading abilities. Thus, this study reinforces the notion that a supportive and stimulating learning environment at both home and school is essential for fostering early reading development.

3. **Dialectical Argument:** The findings of this study emphasize the interplay between internal and external factors in shaping students' beginning reading skills. While internal factors, such as students' ability to read and write, are crucial in laying the foundation for reading proficiency, external factors, like parental support and guidance, play an equally significant role in nurturing and enhancing these skills.

The dialectical argument arises when considering the reciprocal relationship between internal and external factors. For instance, a student who faces challenges in reading and writing might experience a lack of confidence and motivation, leading to decreased interest in reading. On the other hand, a supportive and encouraging learning environment, both at home and in the guidance workshops, can positively influence the student's self-perception and enthusiasm for learning. Thus, the synergy between internal abilities and external support becomes essential in overcoming initial reading difficulties.

To address students' beginning reading challenges, it is evident that a comprehensive approach is necessary. This includes targeted interventions that focus on building students' foundational skills and providing consistent support through engaging and interactive learning experiences. Moreover, collaborating with parents and teachers to create a supportive literacy environment is vital in fostering students' reading abilities.

In conclusion, this study's discussion highlights the intricate relationship between internal and external factors in students' beginning reading skills. By linking the findings with established theories and previous research, the dialectical argument emphasizes the importance of holistic and collaborative efforts to improve students' reading abilities. Addressing the complexities of early literacy development requires a multifaceted approach that integrates educational theory, empirical evidence, and practical strategies to support students on their journey to becoming proficient readers.

CONCLUSION

The discussion above has discussed in depth the problems faced by students' early reading skills in the guidance workshop in Hulu Langat, Selangor, Malaysia. Through descriptive qualitative research methods, this study was able to identify several obstacles faced by students in reading as well as internal and external factors that affect their reading ability. From a theoretical point of view, the findings of this study are consistent with existing theories in the field of education and cognitive

development. The theory of the Zone of Proximal Development (Zone of Proximal Development) by Vygotsky emphasizes the importance of support and guidance from adults or peers in helping students achieve more difficult tasks. The findings of this study support the notion that students with reading difficulties may need individual support and appropriate interventions to address the gap between their current and potential abilities to read well. In addition, this research also strengthens the Social Learning Theory proposed by Bandura. The research findings highlight the importance of the learning environment at home and school and the role of parents and teachers in shaping students' reading skills. External factors, such as parental attention and support, are proven to have a significant effect on students' reading ability. This research is also in line with previous research which highlighted the importance of phonological awareness, letter knowledge, and decoding skills in the development of successful reading. The findings of this study reinforce the view that these basic skills form an important foundation for proficient readers. In producing dialectical arguments, the discussion underscores the importance of the reciprocal relationship between internal and external factors in shaping students' reading skills. Internal factors affect students' motivation and self-confidence, which in turn can affect their interest in reading. On the other hand, external factors, such as a supportive learning environment, contribute to shaping students' perceptions of learning and reading. In conclusion, this study confirms that a comprehensive and collaborative effort is needed to overcome students' early reading difficulties. A focus on building foundational skills and consistent support of an engaging and interactive learning environment is essential. Collaboration with parents and teachers is also a key factor in creating a supportive literacy environment to improve students' reading skills. By integrating educational theories, empirical findings, and practical strategies, the conclusion of this discussion emphasizes the need for a holistic approach to supporting students' reading development. Understanding the complexities of early literacy development requires a comprehensive approach that involves various parties and resources to assist students in achieving good reading skills.

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