

ABSTRAK

Ulik Eliska. *KESULITAN MEMBACA PERMULAAN SISWA SEKOLAH DASAR: STUDI KASUS PADA SISWA YANG MENGALAMI KECANDUAN SMARTPHONE DI MI GUPPI SENDANG.* Skripsi. Pacitan: STKIP PGRI Pacitan, 2024.

Kesulitan membaca merupakan salah satu permasalahan yang sering terjadi di Sekolah Dasar. Penelitian ini bertujuan untuk menghasilkan: 1) deskripsi bentuk kesulitan membaca permulaan; 2) deskripsi bentuk kecanduan *Smartphone*; dan 3) deskripsi pengaruh kecanduan *Smartphone* terhadap kesulitan membaca siswa di MI GUPPI Sendang.

Penelitian ini merupakan penelitian kualitatif studi kasus. Subjek penelitian ini meliputi siswa yang mengalami kesulitan membaca, guru kelas, dan orang tua siswa. Teknik pengumpulan data yaitu observasi, tes praktik membaca, wawancara, dan dokumentasi. Keabsahan data menggunakan triangulasi meliputi triangulasi teknik dan triangulasi waktu. Analisis data menggunakan reduksi data, display data, penarikan kesimpulan.

Hasil yang diperoleh menunjukkan bahwa: 1) kesulitan membaca siswa meliputi kesulitan membaca gabungan huruf konsonan, kesulitan mengeja gabungan huruf vokal diftong, dan kesulitan membedakan huruf hampir sama; 2) bentuk kecanduan *Smartphone* mencakup kesulitan dalam konsentrasi saat menggunakan *Smartphone*, kesulitan mengendalikan keinginan untuk menggunakan *Smartphone*, dan penggunaan *Smartphone* yang melebihi 3jam per hari; dan 3) pengaruh kecanduan *Smartphone* terhadap kesulitan membaca meliputi rasa malas belajar, kurangnya konsentrasi saat belajar, minat membaca yang rendah, dan penggunaan *Smartphone* melebihi 3 jam per hari.

Kata Kunci: Kesulitan Membaca Permulaan, Kecanduan *Smartphone*

ABSTRACT

Ulik Eliska. *DIFFICULTIES IN PRIMARY SCHOOL STUDENTS' BEGINNING READING: A CASE RESEARCH OF STUDENTS EXPERIENCED WITH SMARTPHONE ADDICTION AT MI GUPPI SENDANG.* Thesis. Pacitan: STKIP PGRI Pacitan, 2024.

Reading difficulties are a common issue in elementary schools. This research aims to: 1) describe the forms of early reading difficulties; 2) describe the characteristics of smartphone addiction; and 3) examine the impact of smartphone addiction on students' reading difficulties at MI GUPPI Sendang.

This research employs a qualitative case research approach. The subjects include students with reading difficulties, their classroom teachers, and their parents. Data collection techniques involve observation, reading practice tests, interviews, and documentation. To ensure data validity, both technical and time triangulation were used. Data analysis was carried out through data reduction, data display, and conclusion drawing.

The findings reveal that: 1) students' reading difficulties include problems with reading consonant combinations, spelling diphthong vowel combinations, and distinguishing similar letters; 2) forms of smartphone addiction include difficulty concentrating while using a smartphone, trouble controlling the urge to use a smartphone, and using a smartphone for more than 3 hours a day; and 3) the effects of smartphone addiction on reading difficulties include decreased motivation to research, poor concentration during research, low reading interest, and excessive smartphone use beyond 3 hours a day.

Keywords: *Beginning Reading Difficulty, Smartphone Addiction*