

TREATMENT EFFORTS IN CHILDREN WITH READING DIFFICULTY CLASS IV AT MAJAH 2 BANGKALAN ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this study include the know: 1) To find out the factors that cause children to have difficulty reading (Dyslexia) in class IV Mlajah 2 Elementary School, 2) To find out what efforts are made by teachers and parents to overcome reading difficulties (Dyslexia) student IV Mlajah 2 Elementary School. This study uses a qualitative approach to the type of case study research. Data collection techniques used in this study were observation, interviews, and documentation. The results of the study show that: 1) The teaching and learning process in class IV of Mlajah 2 Elementary School has been going well. factors that cause reading difficulties (Dyslexia) in students include intelligence factors, very dense curriculum, high expectations of teachers and parents and lack of attention and cooperation from the family towards the child's learning process. 2. Efforts to overcome reading difficulties (dyslexia) in class IV of Mlajah 2 Elementary School namely, by providing additional tutoring outside of class hours and the use of various varied methods. 3. Obstacles to overcoming reading difficulties (dyslexia) in class IV of Mlajah 2 Elementary School, namely the busyness of parents which results in no time to assist children in learning so students have low motivation to learn, especially reading. The inability of schools to monitor students one by one.

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A. Introduction

Based on the regulations contained in Law Number 20 of 2003 article 5 paragraph 1 concerning the National Education System which states that "Every citizen has the same right to obtain quality education". This also agrees with the 1972 Education Law (Education Art 1972) which has given the right to education to all children, no matter how severe the disability they bear. The statement above can be understood that education can be accessed by all groups, both normal children and children with special needs.

In Indonesia, children with special needs are provided with educational services in special schools. However, now a new paradigm of education for all has developed. The regular class must be able to accept children with all their differences (heterogeneous) so that they no longer use one method for all children with the same learning target. This service is carried out in inclusive school classes. In regular classes there will usually be children who experience learning difficulties, such as learning difficulties to read, difficulty learning to write and difficulty learning to count.

The most basic learning difficulty of all learning difficulties is difficulty learning to read. According to Bryan and Bryan (in Abdurrahman 2009, p. 204) Difficulty learning to read is a syndrome of difficulty in learning the components of words and sentences, integrating the components of words and sentences, and in learning everything related to time, direction, and period. People with dyslexia will have difficulty identifying spoken words and turning them into letters or sentences.

In this case also Abdurrahman (2009, p. 204) argued that reading skills are the basis for children to be able to carry out advanced skills. If the child does not immediately have reading skills, it will be difficult for the child to follow the lesson which results in the child's grades or low achievement. At the elementary school (SD) level, both low and high grades, there are also many children with reading difficulties. This problem is what made this research happen. Dyslexia or difficulty reading is a problem in this study where the researcher took the research subject, namely grade IV students at Mlajah 2 Elementary School. Interviews were conducted at Mlajah 2 Elementary School, there were 3 students in grade 4 who had difficulty reading. This reading difficulty resulted in students' inability in various subjects so that students' scores were low. Errors in reading such as the word used

to become duku, healthy becomes thick which in the end makes an error in understanding the problem and ends with an incorrect answer.

Dyslexia is classified as a nervous disorder in the part of the brain that processes language, and can be found in children or adults. Although individuals with dyslexia have learning difficulties, this disease does not affect a person's level of intelligence. One of the definitions of dyslexia according to Jamaris (2014, p. 139) is that dyslexia is a condition related to reading skills that is very unsatisfactory. Another understanding is also conveyed by Mulyadi (in Anggun, 2015, p. 173) providing a broader scope of dyslexia, which is difficulty reading, spelling, writing, and difficulties in interpreting or recognizing the structure of words that have an effect on the learning process or learning disorders.

Apart from that, Jamaris (2014, p. 137) also stated that "difficulties in learning to read are caused by the development of the central nervous system which experiences minimal dysfunction." In addition, the factors that cause children to have difficulty learning to read are:

1. Internal Factors

- a. Interest read, is something that arises consciously in a child, therefore interest needs to be developed by parents or teachers so that it can bring goodness to children.
- b. Motivation, teaching and learning activities in the classroom will run smoothly if students have great motivation so that they can achieve learning goals.
- c. Interest in Reading Ownership, there are 4 language skills namely reading, speaking, listening and writing. Everything must be done regularly so that reading skills can be owned by students properly.

2. External factors

In this case, how the environment supports students to love reading activities. This can be realized by having clean and adequate library facilities, so that students are happy to carry out reading activities in the school library.

The ability to read is very important in the development of children. At this stage the child is still in the beginner stage, so the child needs to be guided in paying attention to two things in reading, namely the regularity of shapes and patterns of combinations of letters.

For the efforts made in handling student learning, according to Hargio (2012, p. 165) learning must be done by understanding how dyslexic children learn because dyslexic children see letters that are often upside down, different from

normal children who already understand the concept of letters correctly. Therefore dyslexic children learn more easily when using pictures. Below are some handling efforts that can be done, namely as follows:

1. Using interesting and effective learning media

The way to handle dyslexic children's learning is with learning media. As explained above, dyslexic children find it easier to recognize pictures. Therefore, using learning methods with the help of pictures will greatly facilitate dyslexic children in recognizing letters.

2. Increase the self-confidence and motivation of dyslexic children

To deal with difficulties in learning to read, it is necessary to increase children's motivation to learn to read in one way, namely by reading fairy tales and then explaining the various kinds of benefits with a reading bias. Besides that, children's self-confidence must also be generated because usually dyslexic children find it difficult to follow class lessons so they are often ostracized by their classmates. Generating self-confidence in children by bringing up the enthusiasm for learning in class.

3. Never blame a child for the condition they are experiencing

Some parents blame their children when their children have dyslexia, which is due to their lack of understanding of dyslexia itself. Parents understand that their children do not study enough, often play, so they blame their children when they have dyslexia. Even though the truth is that dyslexia is caused by an error in the child's brain.

4. Providing special remedial reading programs

This program refers to providing remedial services to children who experience severe reading difficulties. This program is given to children who have difficulty reading on a weight scale. Which is a reading program for remedial classes specifically for children who have difficulty reading severe enough so that children can overcome their difficulties intensively.

Besides that, according to Jamaris (2014, p. 151) overcoming reading difficulties can also be done by increasing the ability to understand the contents of the reading or what is often referred to as preliminary reading. There are many strategies that can be done, including reading fairy tales, cognitive strategies and language strategies and applying KWL (Know, What, Learn) techniques. According to Abdurrahman (in Anggun, 2015, pp. 176-177) there are several methods of teaching reading for children with learning difficulties, namely:

1. The Fernald Method Fernald has developed a multisensory reading teaching method which is often known as the VAKT (Visual, auditory, kinesthetic, and tactile) method.
2. The Gillingham Method is a highly structured approach that requires five hours of study over two years. The first activity is directed at learning various letter sounds and combinations of these letters. Children use tracing techniques to learn letters. The single letter sounds are then combined into larger groups and then the phonics program is completed.
3. Glass Analysis Method The Glass Analysis method is a teaching method by decoding groups of letters in words.

The purpose of this research is to find out what factors make the 2nd grade students of SD N Manahan Surakarta experience difficulty in writing and what efforts have been made by the school to deal with reading difficulties in the 2 students.

B. Method

This study uses a qualitative type of research with the type of research design used is a case study. This research was conducted by researchers at Mlajah 2 Elementary School. The data collection techniques the researchers used were field observations and interviews. Using data through observation and interviews researchers do directly to informants. For data collection is done by data analysis techniques used data reduction, data presentation and drawing conclusions. Initial data that has been obtained in the field will be simplified and rearranged to focus on. The data that has been reduced or summarized is then arranged in an orderly manner and grouped according to the group of problems. The data that has been grouped is then translated and compared one by one. Analyzing data is also included in the presentation of data. Then the end result is drawing conclusions from the data obtained.

C. Result and Discussion

Based on observations that have been made by researchers in class IV of Mlajah 2 Elementary School, according to the data that has been obtained, the teaching and learning process has been going well. Starting from the beginning of the learning process the teacher can condition the class well which does not differentiate between students who have reading difficulties and normal children.

Teachers also in the teaching process have used lesson plans as a reference in learning. It can also be seen that the teacher has provided learning media for children with reading difficulties so that they can follow the lesson well.

During the learning process, learning in class runs conducive, not many students go in and out, they all pay attention to what the teacher is saying, even though the class is occasionally noisy for some reason but after being reminded again by the teacher, the class is conducive again. In the teaching process the teacher provides feedback to students and also always involves students with reading difficulties to answer questions even if the student answers incorrectly or does not answer at all. Students who have difficulty reading (dyslexia) when learning are more likely to be passive because they sometimes have difficulty with instructions or information given by the teacher. Symptoms of students who have difficulty reading in this class, according to what was expressed by Tammasse, et al (2015) dislexion has the following symptoms:

1. Difficulty recognizing groups of letters,
2. Difficulty connecting letters with sounds,
3. Difficulty in forming syllables,
4. Reversal of letter position,
5. Confusion in spelling,
6. Doubt in saying the word,
7. Lack of understanding of the meaning of the sentence

The following are signs of dyslexia that parents or teachers may recognize:

1. Difficulty recognizing letters or spelling them
 2. Difficulties in writing structured work, for example essays
 3. Letters are interchanged, for example 'b' is exchanged for 'd', 'p' is exchanged for 'q', 'm' is exchanged for 'w', 's' is exchanged for 'z'
 4. Reading is slow, slow and intermittent and not quite right, for example:
 - a. Omitted or misread conjunctions
 - b. Ignoring prefixes when reading
 - c. Cannot read or sound words that have never been found
 - d. Interchanged words
 5. 5. Poor short-term memory
 6. 6. Difficulty understanding sentences read or heard
 7. 7. Bad handwriting
 8. 8. Has difficulty learning cursive
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9. When listening to something, the attention span is short
10. Difficulty in remembering words
11. Difficulties in visual discrimination
12. Difficulties in spatial perception
13. Difficulty remembering names
14. Difficulty/slow doing homework
15. Difficulty understanding the concept of time
16. Difficulty distinguishing vowels from consonants
17. Confusion over the concept of the alphabet and symbols
18. Difficulty remembering the routine of daily activities
19. Difficulty distinguishing between right and left (Hargio, 2012)

Based on the observations that have been made in class. Researchers concluded that students who have difficulty reading (dyslexia) tend to be caused by:

1. Factors in classroom conditions that are not conducive enough to make dyslexic students feel uncomfortable and safe
2. The intelligence factor of the previous child, the school has held an IQ test to find out the IQ of children with reading difficulties
3. Emotional factors, children with reading difficulties have unstable emotions, are quick to anger, quickly provoked by their emotions.

Interviews conducted with fourth grade students about reading difficulties showed that the factors that cause children to have reading difficulties are very diverse. Based on the results of interviews with several students, it was shown that the causes of reading difficulties were largely due to intelligence and parental attention. Based on the results of further observations made by researchers, the teacher has taken quite good actions in dealing with children who have reading difficulties. For example, teachers. Teachers always try to invite students to interact during lessons.

Teachers do not discriminate against students with other children. The teacher always pays attention to what students who have reading difficulties write in their books is the correct writing so that when at home, students can read it again correctly without any mistakes. But the handling actions have not been seen because there are many things that the teacher must pay attention to every day. Students who have reading difficulties are only a small part of what the teacher should pay attention to in the classroom.

The teacher has also used learning methods that can help children in learning, cutting off syllables for words, using pictures as learning media to give a picture of non-concrete items that are not in their class. But for items in class such as tables, chairs, doors, the teacher immediately points to these items and instructs the children to recite slowly.

Based on the interviews that have been conducted, the school has sought various ways to overcome reading difficulties in students. One way that has been done is to provide additional hours for students to repeat the material that was taught earlier in class outside of class hours. The teacher will also use a variety of learning methods, learning strategies and various learning media so that students are enthusiastic about learning. However, the main obstacle is that there is no continuity of the child's learning process after school, namely at home. Parents fully surrender their children's learning outcomes to the school where the school and family should work together for better conditions for students with reading difficulties.

Based on the results of observations that have been made the biggest obstacle in efforts to overcome reading difficulties (dyslexia) in students is the lack of motivation from students to learn to read and cooperation between parents and the school.

D. Conclusion

Based on the results of the research and discussion that have been described, the researcher can draw conclusions from this study as follows:

1. Implementation of learning activities in class IV has been going well. Factors causing reading difficulties (dyslexia) in students include intelligence factors, a very dense curriculum, very high teacher and parental expectations and a lack of attention and cooperation from the family towards children's learning processes.
2. Efforts to overcome reading difficulties (dyslexia) in class IV Mlajah 2 Elementary School namely, by providing additional tutoring outside class hours and using a variety of methods.
3. Barriers to overcoming reading difficulties (dyslexia) in class IV Mlajah 2 Elementary School, namely the busyness of parents which results in no time to accompany children in learning so that students have low motivation to learn, especially reading. The inability of schools to monitor students one by one.

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