

TEACHER EFFORTS TO OVERCOME STUDENTS READING DIFFICULTIES IN CLASS 2 ELEMENTARY SCHOOL

Indah Nurul Arishanti^{1*}, Isna Ida Mardiyana², Astien Dena Koesmini³,
Rukmiyati⁴

^{1,2} Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo
Madura, East Java, Indonesia

^{3,4} Mlajah 2 Elementary School

correspondence e-mail: 190611100128@student.trunojoyo.ac.id,
isnaida.mardiyana@trunojoyo.ac.id, astienkoesmini@guru.sd.belajar.id,
rukmiyatispd@gmail.com

ABSTRACT

The main problem in this study is the lack of students' reading skills, so it is necessary to analyze the difficulties that affect students' reading skills. This study aims to find out how the efforts of the teacher's role to overcome students' learning difficulties in grade 2 elementary schools. This research uses a qualitative approach and descriptive method. The subjects of this study were teachers and grade 2 students. Data collection in this study used interview and documentation techniques. Data analysis techniques used are data collection, data reduction, data presentation and conclusion. Based on the results of this study it can be concluded that the teacher's role in overcoming reading difficulties for grade 2 students is to provide special hours for students who experience reading difficulties during recess or school hours and lack of interest in reading, lack of tutoring and lack of assistance from families in the process of learning to read students. The implication of conducting this research is to motivate students to learn to read from any book.

ARTICLE INFO

Article History:
Received 10
December 2022
Revised 15
December 2022
Accepted 26
December 2022
Available online 27
December 2022

Keywords:
Reading Difficulties,
Education,
Letter Groups



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

A. Introduction

Basic reading skills are a top priority that must be considered by educators or teachers. Students' ability to read is not due to chance or driven by inspiration, but because it is taught. Reading is not a scientific activity, but a set of components that are mastered individually and gradually, which are then integrated and become automatic.

Language skills consist of four aspects, namely, listening or listening, speaking, reading, and writing. Language skills are very important for one's life. Like a student, language skills are also very important in everyday life. Thus learning language skills at school does not only emphasize theory, but students are required to be able to use language as its function, namely as a means of communication.

The teacher has the most active role in the implementation of the education to be achieved. Teachers carry out education through learning activities by teaching students. Students are children who receive influence from a person or group of people who carry out educational activities.

One very important effort so that the process of learning to read can lead students to the ability of students to read fluently and fluently, so the selection of learning methods that are appropriate and in accordance with the subject matter must be considered. Through the learning method it is hoped that various dynamic learning process activities will grow and students will become active in learning, so that it will lead to better student achievement.

Learning difficulties for each individual, do not always take place naturally. Sometimes smoothly, sometimes not, sometimes it can catch what is learned quickly. In terms of enthusiasm sometimes the enthusiasm is very high however, it is also difficult to turn on the concentration while studying. With the reality that we often encounter in every student in everyday life in relation to learning activities.

The causes of reading difficulties can be caused by various factors. One of them is the lack of attention and guidance from parents in their learning activities. Parents are the main educators for a child. At school teachers have tried their best to guide, direct and also give special attention to students who have learning difficulties. To overcome reading difficulties in lower grades or grade 2, teachers should make new breakthroughs in using learning methods.

B. Method

This study uses a qualitative type of research with the type of research design used is a case study. This research seeks to obtain as complete information as possible regarding the efforts of teachers in overcoming students' reading difficulties in grade 2 elementary schools. This research is located on Jl. Nusa Indah No. 23 Mlajah, Bangkalan Regency. The time of this research was carried out on September 8, 2022. The subjects of this study were teachers and grade 2 students. The data collection techniques used in this research were interviews and documentation.

For data collection with documentation carried out by data analysis techniques used data reduction, data presentation and drawing conclusions. The initial data that has been reduced or summarized is then arranged in an orderly manner and grouped and then translated and compared one by one. Analyzing data is also included in presenting data, then the end result is drawing conclusions from the data obtained.

C. Result and Discussion

Reading delays in children are not uncommon in an educational institution. As with the case, because they have not been able to assemble the letters into words. Feelings of anxiety, confusion and embarrassment seen from the child. From the results of the interviews that there was a delay in the process of learning to read, what students experienced in class was sleepy, quickly bored and when taught they found it very difficult to accept this learning. Thus this is where the teacher's role in the learning process is to create a comfortable and pleasant classroom atmosphere.

The results showed that there were 3 difficulties experienced by students, namely not recognizing letters, reading word by word and omitting letters or words. This is evidenced by the researcher's interview with the grade 2 teacher, the things conveyed by the class teacher that; The factor that causes these students to not be able to read is that there may have been errors in their basic education which resulted in these students not being able to read. In addition, it is also reviewed because of the lack of supervision and guidance of children at home. Parents also have a very important role at home in helping children learn at home. Therefore, apart from teachers, parents have a central role in helping children learn at home.

Based on the results of observations that have been made by researchers in class 2 Mlajah 2 Elementary School, according to the data that has been obtained that 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 distinguish between students who have difficulty reading and those who normal.

As long as the learning process in the class runs conducive, not many students come in and out of class, they all pay attention to what the teacher says, even though the class is occasionally noisy for some reason but after being reminded again by the teacher, the class returns to being conducive.

Symptoms of students who have difficulty reading in this class, according to what was disclosed by Tammasse et al (2015) with dyslexia have the following symptoms:

- a. Difficulty recognizing groups of letters
- b. Difficulty connecting letters with sounds
- c. Difficulty in forming syllables
- d. Reversal of letter position
- e. Confusion in spelling
- f. Hesitation in uttering words
- g. Not understanding the meaning of the sentence.

Interviews conducted with grade 2 teachers about learning difficulties in reading showed that:

- a. Factors that cause students to experience reading difficulties are very diverse.
- b. Based on the results of the observations that the researchers made, the teacher's actions in dealing with students who had difficulty learning to read in their class were good. The teacher always tries to invite students to interact by moving forward to read a story in the theme book.

D. Conclusion

Based on the results of the research and discussion described above, the researcher can draw conclusions from this research as follows:

1. The implementation of learning activities in grade 2 has been going very well.
2. Efforts to overcome difficulties in learning to read are by giving special hours such as recess or going home.

-
-
3. The results of the study showed that there were three difficulties experienced by students, namely not recognizing letters, reading word by word and omitting letters or words.

References

- Udhiyanasari, Khusna Yulinda. 2019. Upaya Penanganan Kesulitan Membaca Permulaan Pada Anak Berkesulitan Membaca Kelas II Di SD Manahan Surakarta. *PLB IKIP PGRI Jember*. Vol 3(1).
- Madasia, Asriani H.L. 2020. Upaya Mengatasi Kesulitan Membaca Melalui Pengintegrasian Permainan Kartu Pada Siswa Kelas II SDN Koyobunga Kecamatan Peling Tengah Kabupaten Banggai Kepulauan. *Jurnal Kreatif Online Tadulako*. Universitas Tadulako. Vol 1(1).
- Saugadi, Burhan. Dkk. 2021. Analisis Upaya Guru Dalam Mengatasi Kesulitan Belajar Membaca Siswa. *Jurnal Kajian Bahasa, Sastra dan Pengajaran*. Universitas Madako, Indonesia. Vol 4(2).
- Salmia. 2020. Peranan Guru Dalam Mengatasi Kesulitan Belajar Membaca, Menulis Dan Berhitung Pada Siswa Kelas 1 Sekolah Dasar. *Indonesian Journal of Primary Education*. Sekolah Tinggi Agama Islam (STAID DDI Maros). Vol 4(2).
- Kusno. dll. 2020. Analisis Kesulitan Membaca Permulaan Pada Siswa Sekolah Dasar. *Journal for Lesson and Learning Studies*. Vol (3(3))



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).