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## Classroom Teachers' Strategies in Overcoming Reading Learning Difficulties for Grade II Elementary School Students

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**Abstract:** An in-depth analysis of the reading challenges encountered by kids in second grade, the factors that amplify these challenges, and the strategies used by second grade teachers to address these concerns are the primary goals of this research. A qualitative research technique is used in this study. The method used is qualitative descriptive analysis. The research included both the students and teachers of Class II. Methods of data collection for this research include recording, observing, and interviewing participants. Based on the findings of this research, second graders often struggle with reading because they either do not know the letters yet, have trouble stringing them into words, leave out letters when reading, stutter when reading, or pronounce them backwards. replace "u" with "n" or "b" with "d". Students' poor memorization skills and a lack of parental instruction at home are the limiting variables that contribute to their reading challenges. Teachers adopt the method of giving students who struggle with reading and learning media more time to read at break periods on a rotating basis.

**Keyword:** Difficulty; Reading; Strategy.

### INTRODUCTION

The importance of reading ability at an early age, reading ability is one of the basic skills that is very important in the process of children's education. At an early age, especially in grade II of elementary school, reading skills become the foundation for mastery of other academic skills, such as writing, speaking, and critical thinking. Reading not only affects academic achievement, but also plays a role in children's social and emotional development. Reading difficulties in grade II of elementary school, at the level of grade II of elementary school, many students face various difficulties in learning to read. These difficulties often include:

Difficulties in letter and sound recognition, some students may not fully understand the relationship between letters and sounds, which is the foundation of reading skills. Difficulties in word and sentence formation, although students may already be able to recognize letters, they often have difficulty combining letters into words and sentences. Lack of fluency in

reading, students can read words separately but have difficulty reading sentences fluently. Limited reading comprehension, difficulties in understanding the meaning of the text read can hinder the learning process and reduce students' interest in reading.

Factors that cause reading difficulties, various factors can cause reading difficulties in grade II elementary school students, including: Individual factors, students' cognitive abilities and early language skills, as well as differences in the speed of individual development. Environmental factors, lack of reading stimulation at home, insufficient interesting reading materials, or a less supportive learning environment. Teaching factors, teaching methods that are not in accordance with student needs, lack of teacher skills in using effective learning strategies, or lack of adequate evaluation of the development of students' reading skills.

The role of teachers' teaching strategies, teachers play a key role in helping students overcome reading difficulties. Effective teaching strategies can help students improve their reading skills and improve reading comprehension. Therefore, it is important to evaluate the different strategies used by teachers and analyze their effectiveness in overcoming reading difficulties. In Indonesia, despite various policies and programs to improve literacy, challenges in overcoming reading difficulties at the elementary level remain. This research also aims to contribute to efforts to improve the quality of basic education in Indonesia by focusing on effective learning strategies at the grade II elementary level.

According to Law Number 20 of 2003 concerning the Education System, "education is a planned and systematic effort to create an atmosphere conducive to learning." This allows students to develop their innate abilities in areas such as religious beliefs, self-control, character, intelligence, morality, and the ability to pursue self-interest while also contributing to the advancement of society, nation, and country (Usiono 2021). Students are the center of attention in the world of education. Students are defined as immature children and need help and direction from others to grow into adults who can take care of themselves. Teachers have high expectations of their students' ability to learn and grow, and to meet these expectations, they must have a thorough understanding of their students as individuals. Only then can they offer the professional services they deserve to their students (Salminawati 2022). Learning must be engaging to students if they want to learn effectively (Aufa et al. 2023).

In education, teachers play an important role because they have the power to realize education and learning in the classroom. It is the instructor who determines the most whether or not his students will reach their academic potential due to their proximity to the students and the fact that they work hand in hand with the students throughout the day (Nainggolan 2012). Educators are entrusted with the important responsibility of assisting their students in expanding their knowledge, especially through reading. Because reading gives children a lot of information and experience, the more proficient they are at reading, the greater their potential to grow (Rambe et al. 2023). The qualities necessary to succeed as a teacher are not always present in humans. It is the role of a teacher to teach, equip students with subject knowledge, lead them, and encourage their creativity (Hasibuan, Suwanto, and Rambe 2021). However, there is no guarantee of success when introducing learning activities. Students have periods of strong performance and periods of poor performance in the classroom. Some students have the ability to understand and retain information quickly, while others have challenges in their learning process. Teachers must have a comprehensive understanding of student development in order to effectively recognize and address any challenges students may face during the learning process (Simbolon and Sapri 2022). A common challenge faced by elementary school children is the problem of reading, which is one of the learning problems (Ananda et al. 2022).

The process of seeing and understanding written or spoken words (both loud and silent) is known as reading (Great Dictionary of Indonesian Language, 2017). It is important for children, especially in elementary school, to develop fluency in reading as a language skill

(Nurani, Nugraha, and Mahendra 2021). Students' reading capacity is directly related to their capacity to learn and develop (Alia Rohani and Anas 2022).

When children have trouble reading, it is seen in their classrooms. Students who lack confidence and enthusiasm for learning tend to be less active in learning activities. As a result, students with dyslexia will be further behind their peers at school because they have difficulty understanding and applying the information presented in textbooks and other text-based teaching materials.

Based on the researcher's first contact with the second grade teacher of SDS Al-Washliyah 11 Medan Amplas District on March 18, 2024, at 10.00 WIB, a number of students experienced difficulties in reading. Many students have difficulty reading because they stutter, have difficulty identifying letters one by one, have trouble distinguishing almost the same letter shapes, and difficulty making connections between letters. Reading difficulties experienced by a student must have an underlying cause. Internal and external factors may play a role in students' reading difficulties. To meet the individual needs of students, educators must be flexible in their approach.

To achieve a specific goal, in this case the acquisition of specific information, a well-thought-out strategy must be implemented (Rasyid et al. 2024). The development of effective learning techniques is an important component of any educational program. Effective ways to improve the learning process must be implemented by teachers (Yusnaldi et al. 2023). There are many different approaches that can be used in the field of education. To realize learning objectives efficiently and effectively, various learning techniques are used in the creation of learning methods and models. Finding a suitable learning model and approach for each student is the goal of using a variety of learning tactics (Amini et al. 2023). Students will learn more and retain more information when teachers use strategies in the classroom. Teachers who are experienced in teaching reading also know how to plan lessons effectively, prepare their students, evaluate their progress to date, and decide what else to do when their students are having difficulties (Kusumawati 2022).

Based on previous research by Ulfiatul Inka Aprilia, Fathurohman, Purbasari (2021), entitled "Analysis of Initial Reading Difficulties for Grade I Students" that students first have difficulty reading when they have difficulty distinguishing letters that are almost the same shape, when they have difficulty reading a combination of consonant letters, and when they have difficulty reading words that contain consonants and vowels (Aprilia et al. 2021). Furthermore, Alwisia meo, maria Patrisia wau, yosefina Uge Lawe (2021), entitled "Analysis of Difficulties in Learning to Read Early in Grade I Students of SDI Bobawa, South Golewa District, Ngada Regency" showed early signs of reading disorders, including difficulties in letter recognition and differentiation. Create words by flipping alphabetical letters, such as "b" for "d" or "q" for "p", and then arrange them in a certain way; For example, "Meow and Love". Reading phrases in sequence still presents spelling challenges for students (Meo 2021). Then Saugadi, Agung Rinaldy Malik, burhan (2021), entitled "Analysis of Teachers' Efforts in Overcoming Students' Reading Learning Difficulties" according to the findings of this study, children face three main challenges: (1) failing to recognize letters, (2) reading word for word, and (3) losing letters or words altogether. In addition, the data shows that the first grade teachers of SDN Sandana have developed strategies to help their children who have difficulty reading. To help their children who have difficulty reading, first-grade teachers do three things: give them homework, give them extra guidance, and motivate them to read (Saugadi et al. 2021).

This study aims to examine the strategies used by teachers of SDS AL-Washliyah 11 Medan Amplas District to help grade II students overcome reading difficulties. Previous research focused on students' difficulties, but this study aims to test the strategies that teachers apply. The purpose of this study was to collect data on the reading difficulties of second-graders, identify the variables that contribute to those difficulties, and document the

methods used by instructors to help students improve their reading skills. A teacher's plan to help his students who have difficulty reading should arouse their interest in reading and help them become better readers. Thus, students' reading skills will improve and will no longer lag behind their classmates in their daily learning.

This research is expected to provide valuable insights for educators, policy makers, and education researchers on how teaching strategies can be optimized to overcome reading difficulties at an early age. The results of this research can be used to design better teacher training programs, develop more effective teaching materials, and create a more supportive learning environment for the development of students' reading skills.

## **METHOD**

Qualitative research techniques are used in this study. The method used is qualitative descriptive analysis. Symptoms, events, or current events can be described in great detail using descriptive research (Salim 2019). Relevant to the topic discussed, the research findings put more emphasis on meaning than numbers; These findings are not final and can be revised in response to changes in the study area; and finally, they are characterized by descriptive language and come from actual observations made during the research process (Supena 2020). The researchers began gathering detailed information about the strategies that second-grade instructors implemented to help their students who had difficulty reading in overcoming these obstacles. Class instructors and second-grade students who have difficulty reading are among the informants whose data are obtained from in-depth interviews. Especially at SDS Al-Washliyah 11, Medan Amplas District, where this research is placed. Second-grade teachers and students took part in the study. The information collection methods for this study include interviews, participant observations, and documentation.

The purpose of the interview is to facilitate communication between speakers through a question and answer session. Structured interviews are used by researchers. This type of interview is used when the researcher or data collector has a clear picture of the information they want to gather. It is common practice for data collectors to bring instruments that are used as interview aids, but they can also use equipment such as smartphones (Sitti Nuralan 2022). The next step is to collect data by making observations, including carefully recording the events studied. Regarding the approach of classroom teachers in helping students who have difficulty reading, the researcher in this case saw the situation in the field firsthand. In addition, the researcher also utilizes documentation tools such as photos, films, and audio recordings. Complete information and data can be taken from the results of the interview using this method.

After that, the data was analyzed according to the theory put forward by Miles and Huberman. Data analysis consists of three stages, namely data reduction, data presentation, and drawing conclusions or verification. Reducing data means cleaning it up, making it easier to understand, and eliminating irrelevant information. To proceed to data reduction, research questions must be answered using the data obtained. Data presentation is the second phase, which includes the preparation and presentation of data obtained in a relational structure so that it can be used for further research. The writer must be able to pour the necessary information into the writing in order to understand and draw conclusions. The verification/conclusion process, namely drawing conclusions based on the facts obtained, is the last stage. Before the content of the research results can be accounted for the truth, the conclusions that have been obtained are first checked (Handayani et al. 2020).

## **RESULTS AND DISCUSSION**

Identifying reading difficulties, most of the second grade elementary school students have difficulty recognizing letters and sounds, forming words, and reading simple sentences. These difficulties are often manifested in problems with pronunciation, reading

comprehension, and fluency in reading. Application of learning strategies, use of the Phonics Method: Teachers apply the phonics method by teaching the relationship between letters and sounds. The observation results showed that students became better able to identify the corresponding letters and sounds, which helped improve their reading skills.

The use of visual and audiovisual media, by using pictures, letter cards, and educational videos, teachers succeed in attracting students' attention and making it easier for them to understand reading concepts. In guided reading exercises, students are given the opportunity to read in a guided manner with the help of a teacher, which allows teachers to provide immediate feedback and support error correction. Interactive activities, activities such as word games, charades, and reading together with peers increase student motivation and make reading learning more enjoyable. Assessment of student progress, after implementing these strategies, saw an improvement in students' reading skills. Students show progress in letter recognition, word pronunciation, and reading comprehension. Despite the progress, some students still need further attention to achieve the expected level of reading skills.

The effectiveness of the phonics method, the phonics method has proven to be effective in helping students overcome reading difficulties because this method directly teaches the relationship between letters and sounds. This is especially important at an early age when students are just starting to learn to read. By understanding the basics of phonics, students can more easily form words and sentences, which improves their reading fluency.

The role of visual and audiovisual media, visual and audiovisual media helps students in understanding the concept of reading in a more engaging and interactive way. Images and videos that are relevant to the reading material can make learning more contextual and make it easier for students to remember and understand the information conveyed.

Benefits of guided reading practice, guided reading practice provides an opportunity for students to practice reading skills in a supportive environment. Direct feedback from teachers allows students to immediately correct mistakes and improve their reading techniques.

The impact of interactive activities, interactive activities not only make learning more enjoyable but also increase student engagement. When students engage in word games and group activities, they are more motivated to learn and practice reading.

Challenges and next steps, despite the progress, some students still face challenges in reading. Therefore, it is important for teachers to continue to monitor student progress and adjust strategies according to individual needs. A more personalized approach and additional support may be needed for students who are still experiencing significant difficulties.

After talking to the homeroom teacher and observing the students in grade II, the researcher came to the conclusion that some students had difficulty reading because they did not know the alphabet. Three of his students are completely illiterate. Another problem is that one of the female students has difficulty remembering information, making it difficult for her to fully understand and apply the lessons taught (Windrawati 2020).

Students also struggle when they know the letters but are unable to compose them into words. If children are too nervous to spell the words out loud, they will spell them out silently, which means they can't read the words until they spell them. This prevents them from reading the vocabulary until they spell every word. In addition, there are students who read aloud while removing letters. Students who have difficulty recognizing letters and sounds often omit letters when reading. This can manifest itself in a variety of ways, including reading words with consonant endings or consonant letter combinations such as "ny, ng, kh, kan, yam". In addition, some students stuttered while reading and mispronounced letters such as "u" for "n" or "b" for "d" upside down.

Students' reading problems may be affected by internal and external factors. The internal element of a student is an element that comes from within himself. The study's findings suggest that some students react negatively to reading assignments, either by refusing to do it or becoming visibly upset when forced to do it. The second problem is that



students have difficulty remembering information, making it difficult for them to respond correctly in class.

In addition, the student's life situation, school environment, and family environment (including parental education and work) are examples of external variables. A person's reading proficiency is influenced by the surrounding environment, namely home, school, and the surrounding environment. If parents and other family members make reading a priority at home, this may have a positive impact on their child's reading development (Masroah 2020). Parents' lack of participation in their children's education was identified as an exogenous factor in interviews with second-grade instructors. Parents essentially hand over control to educators in schools. When diagnosed with dyslexia, not all parents pay great attention to their children. Because parental attention increases students' learning tasks, children who receive enough attention from their parents will have a good learning obligation, while children who do not receive enough attention from their parents will also have a bad learning obligation.

Researchers interviewed a second-grade teacher and found that students with reading challenges may benefit from reading-related activities. By doing reading activities, students will get used to reading and learn how to read (Laksmi 2022). One thing second-grade instructors do is make sure that students who have difficulty reading have additional time to read during breaks in turns. This strategy is carried out by class II teachers, among others, such as the use of learning media. The use of media is essential for the elementary school curriculum. Students' enthusiasm for learning is shaped by the media. Students better understand the subject matter with the help of media. The use of media is one way to try to make children more interested in reading. The use of media increases students' understanding of the subjects given (Salmawati 2017).

## CONCLUSION

The conclusions drawn from the research and discussion carried out in the second-grade reading intervention were: students in this intervention group did not know the alphabet, knew the alphabet but could not string it into words, misspelled letters, stuttered when reading, and they pronounced the letter "u" as "n" or "b" as "d" in reverse. Weak memory and lack of parental direction at home are the main reasons for children's reading challenges. Teachers help students who have difficulty reading and have difficulty using learning media by providing additional time to read during breaks.

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