

Teacher Strategies in Overcoming Early Reading Difficulties of Grade 1 Elementary School Students

Sri Muriati

Universitas Tanjungpura, Pontianak, Indonesia

Email: srhuriati8687@gmail.com

Abstract: The background of this research is based on the importance of reading skills as a basic ability that is very necessary for students to develop further learning abilities. Reading skills are important that allow students to develop their ability to study more continuously. However, learning to read is not an easy task for students, especially at the early stage, and also gave rise to significant challenges for teachers as educators. Failure of students to get reading skills is not solely caused by lack of ability to learn new skills, but also suspected to be influenced by the teacher's own research. This aims to describe the strategies used by teachers to overcome early reading difficulties in students' school base class one totaling 30 people. The approach is qualitative with a descriptive method. Data collection is through observation, interviews, and documentation. The findings show that the teacher applies several effective strategies, including a helpful approach of phonics to connect letters with sound, use of visual media such as card letters, pictures, and flannel boards, learning activities based on games like guess letters and word formation, as well as individual mentoring. These strategies help students increase their skills in knowing letters, composing syllables, and reading simple words. In general, overall, a combination of various creative and interactive teaching strategies and learning media are very important in an effort to increase early reading skills in students' class one. This study emphasizes the importance of teacher creativity in teaching to read early.

Keywords: reading early; research qualitative; school base class one; teacher strategy.

Introduction

In fact, it is still lots of elementary school students who experienced difficulty in reading beginning, such as not yet capable to recognize letters correctly, stuttered in stringing syllables, up to not enough to understand meaning of simple reading. At this stage of reading beginning, especially in grade 1 of elementary school, students often face various obstacles, such as difficulty to differentiate letters, stringing syllables, and reading simple words (Rahim, 2012). Difficulties in recognizing letters, not yet can spelling, not yet understand the meaning of signs read, and not yet understand content readings that have been read as well as interest low students can influence reading activity of students. (Wardani et al., 2020). Teachers' efforts to overcome dysgraphia (difficulty to write) of students. (Sihombing et al., 2022). According to (Sharfina & Rigianti, 2023) "Reading need understanding symbols language. Reading and listening are two ways for reader to get information".

According to (Ananda et al., 2022) "Teachers play an important role in overcoming the problem. The efforts made by teachers to help students overcome reading difficulty by giving guidance, using interesting media, as well as giving special attention to students, implementing various learning methods, providing direction and motivation, as well as organizing special remedial programs for reading".

Between a number of ways / strategies that can take for overcome problem read student among them is: to utilize corner read, read together give direction and motivation to students. (Juhaeni et al., 2022). (Saputri & Rochmiyati, 2024) Learning start from create lesson plans, implement learning (Suroya et al., 2022). Involvement all party own role important (Laksmi et al., 2022). According to (Ramadhan & Tarmini, 2022) "Teachers are expected to can more notice every student in the process of reading beginning, and can make innovations in read the beginning that can interesting attention students, so that can increase focus Study from student ".

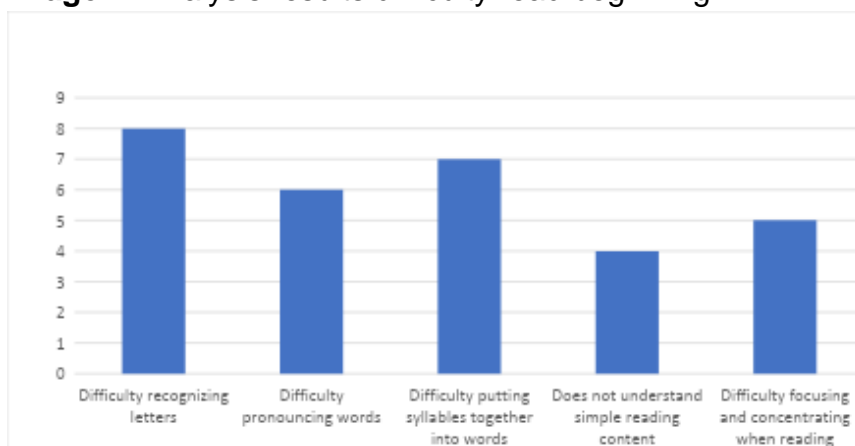
Causative factor student difficulty reading, guidelines special for teachers in overcome it, methods / techniques appropriate teacher teaching in minimize difficulty student in reading, and facilities and means Study teach read appropriate students. (Mai Sri Lena et al., 2023). There are two factors that come into play reason student experience difficulty in read the beginning, namely internal factors (from in) and factors external (from outside). (Azkiya & Ridhuan, 2023). Treatment steps taken for children school base must quick done Because will influential for Advanced Education Level next. (Khairina et al., 2023). observation deep to object research. (Riris Nur Kholida Rambe et al., 2023). Analysis, Teacher Role, Alleviating, Difficulties Study Reading , Students (Sabriadi et al., 2023) with design corner interesting reading.

Methods

Study This apply approach qualitative with type studies descriptive approach the aim for get deep understanding about experience as well as factors that influence emergence difficulty read beginning of students' class 1.

Subject study consists of from two groups main, namely class 1 teachers and students' class 1 with a total of 30 people who experienced difficulty read the beginning of one of the school state foundations. Research instrument in the form of interviews, observations and documentation. Data analysis was performed in a way qualitative with the Miles and Huberman model, namely covering stage data reduction, data presentation, and data extraction conclusion.

Image 1. Analysis results difficulty read beginning



Difficulty the biggest problem faced student that is known letter with form somewhat cursive letters similar (same) for example d and p, q and p. Students also often experience difficulty in pronounce words with smooth and connecting syllables into complete words. There are still many students who feel difficulty for stringing syllables become words; there are also students who do not understand content reading simple.

Results and Discussion

Table 1. Data reduction results

No	Theme/ category	Description Data Presentation	Information Addition
1	Importance Read	Reading skills very important basis for development Study student	Focus on the role read base
2	Teacher Influence Factors	Teacher as factor in success teach read beginning student	The role of the teacher is very dominant
3	Approach Phonetics	Approach for students connect letters with sound in a way phonetics	Phonetic method effective
4	Visual Media	Use card letters, pictures, boards flannel as a learning medium	Visual media supports visuals
5	Learning Based Game	Activity like game guess letter for push involvement student	Increase interest study
6	Individual Mentoring	Guidance individual to students who are having difficulties read.	Approach personalization Study

From the table above, six important categories are grouped that are closely interrelated, including reading, which is a fundamental skill that plays a major role in supporting students' academic development. Teachers have an important position as a key element that contributes greatly to the success of teaching reading in the early stages. The phonetic method is one effective strategy, where students are taught to recognize the relationship between letters and sounds directly to make it easier to understand reading techniques. To support this method, the use of visual media such as letter cards, pictures, and flannel boards functions as aids that facilitate visual understanding of the material. In addition, learning methods that integrate games, such as guessing letter activities, are used to increase student participation and interest in learning, so that the learning process becomes more interesting and interactive. Finally, students who have difficulty reading receive individual assistance, specifically designed according to their needs, so they can overcome learning problems more appropriately and effectively.

Discussion

Based on results research results, it is known that several learning strategies proven to help student in increase their ability they recognize letters, composing syllables, as well as read simple words. In a way overall, implementation various teaching strategies combined with creative and interactive learning media playing a very important role important in increase skills read early in students Class I. Research this also confirms importance teacher creativity in the teaching process read beginning. According to (Ananda et al., 2022) "Findings this in line with what teachers use to overcome various difficulty read that is with guidance learn, use various interesting media, doing approach as well as give attention special to students, and implement method varied learning for overcome difficulty reading, giving direction and motivation as well as conducting a special remedial reading program. Involvement all party own role important (Laksmi et al., 2022). According to (Ramadhan & Tarmini, 2022) "Teachers are expected to can more notice every student in the process of reading beginning, and can make innovations in read the beginning that can interesting attention students, so that can increase focus study from student".

Conclusion

The first-grade elementary school teacher uses various strategies in overcome difficulty read beginning students, including approaches phonetics, use of visual media, learning based games, as well as individual mentoring. This strategy proven help increase ability read base student.

Suggestion

Teachers are expected keep going develop method creative learning, schools need support provision of learning media, and parents should give exercise read in a way continuous at home.

References

- Wardani, IK, Lestari, S., & Budiarti, M. (2020). Analysis Difficulty Read The Beginning Lower Grade Students. *Proceedings Conference Basic Science*, 2
- Ananda, V., Mawardi, M., & Suhendar, A. (2022). ANALYSIS Analysis Of teacher Strateggies In Overcoming Reading Difficulties Of Grade II Students At SDN Petir 4 Tangerang City. *Jurnal Elementary*, 5 (2). <https://doi.org/10.31764/elementary.v5i2.8760>
- Juhaeni, J., Agista Ifain, Asadine Silmi Kurniakova, Azmi Tahmidah, Dwi Nur Arifah, Siti Faridha Friatnawati, Safaruddin, S., & R. Nurhayati. (2022). Teacher Strategies in Overcome Difficulty Reading in Elementary School Students. *Journal of Instructional and Development Researches*, 2 (3). <https://doi.org/10.53621/jider.v2i3.74>

- Suroya , AU, Ertanti , DW, & Dewi, MS (2022). Teacher Learning Strategies in Overcoming Difficulty Reading in Dyslexic Students. *JPMI: Journal of Elementary School Education*, 4 (1).
- Laksmi, DT, Witono, AH, & Affandi, LH (2022). Teacher Strategies in Overcome Difficulty Read Student Class 2 at SDN 1 Selebung. *Indonesian Education Plan*, 2 (4).
- Sihombing, VIC, Rahman, R., & Damaianti, VS (2022). TEACHER EFFORTS IN OVERCOMING DYSGRAPHIA (DIFFICULTY IN WRITING) IN LOWER GRADE STUDENTS. *Primary: Journal of Elementary School Teacher Education*, 11 (3). <https://doi.org/10.33578/jpfkip.v11i3.8342>
- Ramadhan, RR, & Tardini, W. (2022). Difficulties Read Beginnings for Students Class I in Madrasah Ibtidaiyah. *Journal Education FKIP UNMA*, 8 (3). <https://doi.org/10.31949/educatio.v8i3.2971>
- Khairina, D., Saputra, HH, & Oktavianti , I. (2023). Teacher Strategy in Overcome Difficulty Reading and Writing The Beginning Elementary School Students of SDN 20 Cakranegara. *Journal Scientific Educational Professions*, 8 (1). <https://doi.org/10.29303/jipp.v8i1.1178>
- Mai Sri Lena, MSL, Sartono , S., Wulan Mulyani, WM, & Salsabila, A. (2023). Analysis Difficulty Read The Beginning Lower Grade Students . *Pearl: Multidisciplinary Scientifict Journal* , 1 (2). <https://doi.org/10.57185/mutiara.v1i2.10>
- Riris Nur Kholida Rambe, Devita Aulia Putri, Nurul Hasanah, Sri Ramahyanti Berutu , Winda Amelia Putri, & Zahra Azzura Jaffa. (2023). Teacher Strategies in Overcoming Difficulty Reading in Students Class II of SD Negeri 107399 Bandar Khalifah. *Indonesian Education Star Journal*, 1 (3). <https://doi.org/10.55606/jubpi.v1i3.1664>
- Azkiya , N., & Ridhuan , S. (2023). TEACHER STRATEGIES IN OVERCOMING BEGINNING READING DIFFICULTIES OF CLASS III STUDENTS OF SDN DURI KEPA 03 JAKARTA BARAT. *Lingua Rima: Journal of Indonesian Language and Literature Education*, 12 (1). <https://doi.org/10.31000/lgrm.v12i1.8266>
- Sharfina , VI, & Rigianti , HA (2023). ANALYSIS OF BEGINNING READING DIFFICULTIES IN LOWER CLASS PRIMARY STUDENTS OF SDN 2 PEJAWARAN. *Khazanah Education*, 17 (2). <https://doi.org/10.30595/jkp.v17i2.18427>
- Sabriadi, R., Idris, I., Istiqomah, A., Fatmawati, F., Nurul Safaah, T., & Sofyan, A. (2023). Analysis of the Role of Class Teachers in Alleviating Difficulty Study Read Students of SDN 23 Sorong City. *Journal of Science and Technology*, 4 (3). <https://doi.org/10.55338/saintek.v4i3.1141>
- Saputri, AE, & Rochmiyati, S. (2024). UTILIZATION OF READING CORNER IN DEVELOPING READING INTEREST OF ELEMENTARY SCHOOL

STUDENTS. *Journal Citra Bakti Education Science*, 11 (1).
<https://doi.org/10.38048/jipcb.v11i1.2788>