

## The teacher's strategy in overcoming reading difficulties in low grades at MI Zainul Anwar Kraksaan Probolinggo

Rohmatul Ummah

Sekolah Tinggi Ilmu Tarbiyah Miftahul Midad Lumajang

ummahr20@gmail.com

DOI:

Received: Oktober 2022

Accepted: Oktober 2022

Published: Februari 2023

### Abstract :

The first problem in this study is the difficulty of reading in low grades, especially in grade one at Madrasah Ibtidaiyah, this reading difficulty becomes an inhibiting factor in the learning process so an analysis of these problems is needed both in terms of the causal factors so that the child is difficult to read or from the teacher's strategy. less in teaching reading. The purpose of this study is to describe the teacher's efforts in overcoming reading difficulties, to describe what factors cause learning difficulties, and to describe the evaluation or results of teacher strategies in overcoming reading difficulties in lower grades at MI Zainul Anwar. The type of research used is descriptive qualitative research, using research methods of documentation, observation, and interviews, and the research subjects are teachers, students, and parents of students. As for the results of this study, the factors that influence can be physiological, intelligence, environmental, and psychological factors, while the teacher's efforts in dealing with reading difficulties with special textbooks, additional lesson hours, and the use of media, interesting and fun methods.

**Keywords:** *strategy, reading difficulties*

### Abstrak:

Permasalahan pertama pada penelitian ini adalah kesulitan membaca pada kelas rendah terutama pada kelas 1 di Madrasah Ibtidaiyah, kesulitan membaca ini menjadi faktor penghambat dalam proses pembelajaran sehingga dibutuhkan analisis terhadap permasalahan tersebut baik dari faktor penyebab sehingga anak tersebut sulit untuk membaca atau dari strategi guru yang kurang dalam memberi pelajaran membaca. Tujuan dari penelitian ini untuk mendeskripsikan upaya guru dalam mengatasi kesulitan membaca, untuk mendeskripsikan faktor-faktor apa saja yang menyebabkan kesulitan belajar, dan untuk mendeskripsikan evaluasi atau hasil strategi guru dalam mengatasi kesulitan membaca pada kelas rendah di MI Zainul Anwar. Jenis penelitian yang digunakan adalah penelitian kualitatif deskriptif, dengan menggunakan metode penelitian dokumentasi, observasi dan wawancara serta subjek penelitiannya adalah guru, siswa dan orangtua siswa. adapun hasil penelitian ini adalah faktor-faktor yang mempengaruhi bisa dari faktor fisiologi, intelegensi, lingkungan dan psikologi sedangkan upaya guru dalam menghadapi kesulitan membaca dengan buku ajar khusus, jam pelajaran tambahan serta penggunaan media, metode yang menarik dan menyenangkan.

**Kata Kunci:** *strategi, kesulitan membaca*

## INTRODUCTION

Education is a conscious and planned effort to provide guidance or assistance in developing physical and spiritual potential provided by adults to students to reach maturity and achieve goals so that students can carry out their life tasks independently (Hidayat & Abdillah, 2019). To achieve educational goals, one of them is by using strategies in the teaching and learning process, in general strategies are tools, plans, and methods used in completing a task. in the context of learning, strategy is related to the approach to delivering material in the learning environment. Learning strategies can also be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the surrounding environment, and learning objectives that have been formulated (Nasution, 2017).

Learning difficulties are a condition that makes individuals find it difficult to carry out learning activities. Broadly speaking, learning difficulties are categorized into four categories (Maryani, et al, 2018). one of them is the difficulty of reading in children which we almost encounter in lower classes, this is evidenced by the behavior of the child when asked to read often frowns, is restless, repeats words, or even shakes his head because he is not familiar with the tribe. say. in this case, the teacher's strategy is needed to overcome learning difficulties in students, because reading skills are very necessary for the continuity of the teaching and learning process (Kusno, et al, 2020).

This reading skill is very functional, there is a saying that "books are a window to the world" by reading we will gain a lot of knowledge, the development of science and technology also requires a love of reading, people who like to read will gain new knowledge and insights. Thus reading activities are needed by anyone to improve themselves, for this reason reading learning in MI is a stage of the reading learning process which will play an important role in the learning process at the next level.

The reading difficulties experienced by grade 1 students at MI Zainul Anwar, namely reading beginning, reading beginning is a skill that must be learned and mastered by readers. Children are introduced to the letters A-Z, then the letters are pronounced and memorized according to their sound, get to know the syllables, and then sentences that are displayed in written form into spoken form. There are several characteristics of reading difficulties which are marked by a) slow reading, b) lack of understanding of reading, c) difficulty identifying important ideas from reading, d) lack of mastery of phonics, e) confusion with almost the same words, f) difficulty understanding new vocabulary, g) refusing to read and, h) confused by written instructions (Marlina, 2019).

Children who have difficulty reading will be left behind in lessons because children cannot follow instructions from teachers or textbooks, children will feel burdened with school work or homework even though in general children's homework is guided by their parents or tutors. For example, all students are expected to work on the questions in the book on page 20, but

students who have difficulty reading will be confused in working on questions or answering questions.

This reading difficulty cannot be separated from the factors that cause the child to have difficulty including school factors, teacher factors, and parental factors (Marlina, 2019). For the problem of reading difficulties, from the interviews, the class teacher received more attention, so that students were not left alone, but there was special assistance, as an educator or teachers, must have responsibility if their students have learning difficulties, especially in reading difficulties.

In his book (Pudjosumedi, et al, 2013) Teachers are required to be able to account for all their professional competencies to educational stakeholders. There are several strategies used by teachers to assist students in overcoming learning difficulties including various methods, according to Djamarah in the book (Afandi, et al, 2013) method is a method used to achieve the goals that have been set. In teaching and learning activities, methods are needed by teachers so that their use varies according to what they want to achieve after teaching ends. The strategy itself in learning is a trick for educators to help students achieve learning goals, to achieve these goals a learning method is needed, so the method becomes an integral part of the strategy.

Based on the results of interviews with several low-grade teachers at MI Zainul Anwar, we found an interesting thing in overcoming reading difficulties in low-grade children, namely the teacher's strategy implemented to their students, in this case, we want to analyze how the teacher's strategy in overcoming this problem, therefore reading difficulties have a big influence on students' processes in absorbing learning, receiving information from sharing student textbooks.

## **RESEARCH METHOD**

The type of research used is qualitative research, in which the findings are described descriptively, meaning to describe the 'meaning of data' or phenomena that can be captured by researchers, by showing the evidence. the meaning of the phenomenon depends a lot on the ability and sharpness of the researcher in analyzing it (Abdussamad, 2021). This research was conducted in a low-class class 1 MI Zainul Anwar, precisely in the kraksaan sub-district, probolinggo district, the research method used was an observation, interviews, and documentation. The research subjects are teachers, students, and parents of students.

## **FINDINGS AND DISCUSSION**

The types of reading difficulties experienced by some students are many who still need to spell words, still flipping letters, for example, the letter p with the letter b, have not memorized the alphabet, also problems with some ways to read the sounds of the letters, for example (specifically) for the letters k and h. sometimes still confused about how to pronounce it, reading consonants like words (material), let alone reading sentences, while class one at MI Zainul Anwar is divided into two classes, namely class 1A and class 1B, class 1A has twenty-one students and class 1B has twenty students, in class 1A who have

difficulty reading syllables, reading words, reading sentences, there are eight children, while in class 1B who have difficulty reading syllables, reading words, reading sentences, there are eight children.

In his book (Muammar, 2020) the characteristics of reading difficulties in students are having deficiencies in vision, inability to analyze words into letters, deficiencies in visual memory, deficiencies in auditory, inability to understand sound sources, inability to collaborate sight and hearing, difficulties in sequencing words and letters, reading word for word, inability to think conceptually. The following are the causes of errors in reading in students as well as the results of the researcher's analysis conducted on grade 1 students at MI Zainul Anwar:

1. Omission of letters or words  
Students often omit letters or words in the process of learning to read, this is in line with the observations made by researchers on grade 1 students at MI Zainul Anwar, they usually omit letters or words that are in the middle or at the end of words/sentences, for example "younger brother playing football " read "younger brother playing ball"
2. Word insertion  
Inserting words occurs because students do not know letters or read too quickly so there are more words or letters, for example "mother's clothes are in the cupboard" read "mother's clothes are in the cupboard"
3. Word change  
Changes in words often occur because students do not understand the word so they only guess words, for example "father's bicycle is in the garage" read "father's bicycle is in the cupboard"
4. Wrong pronunciation of words  
Incorrect pronunciation of words occurs due to a lack of familiarity with letters so that you just guess, read too fast, nervous, anxious, afraid of the teacher. There are three types of mispronunciation of this word, namely: a) wrong pronunciation of the word and different meaning, b) pronunciation of the word but the same meaning, c) wrong pronunciation of the word and no meaning. For example, the pronunciation of the word is wrong and the meaning is different, "mother's shoes are new" is read "shoes mother is blue", the word is pronounced wrong but the meaning is the same, "mother went to the market" is read "mother is going to the market", the word is pronounced incorrectly and has no meaning, "father buy sheep" read "father buy bomba".
5. Pronunciation of words with the help of the teacher  
Pronunciation of words with the help of the teacher usually occurs in students who are afraid of pronouncing the wrong word so that the student just remains silent and waits for the teacher to help pronounce the word or sentence to be read, this occurs due to a lack of confidence in the student.
6. Repetition  
errors occur due to repetition of words, syllables or sentences. This repetition is due to the lack of students in recognizing letters, so that these students are slow to pronounce letters or words, it could also be that these

students deliberately repeat to understand the meaning of the sentence. For example "i-i-i-bu-bu pe-pe-go-go to-to pa-pa-sa-sa-r"

7. Reversal of letters

Reversal of letters occurs because students are confused with right-left or top-down positions, usually occurs in letters that are similar or almost the same, for example "p with q", "b with d", "m with n".

8. Pay less attention to punctuation

This error occurs because students do not understand the meaning of punctuation marks, especially since the student is still in a low class, but it is expected that the teacher will teach this because it affects reading comprehension or because punctuation can change the meaning of a sentence.

9. Self-correction

Self-correction usually occurs because students are aware of reading errors so that students try to correct their own mistakes

10. Hesitating and halting

Hesitation and halting occur because students lack confidence and do not know letters, of all the causes of reading errors are the lack of familiarity with letters by which students are required to memorize or remember the letters A-Z.

The results of the analysis carried out by researchers in class 1 MI Zainul Anwar are in line with the theory above, the average student who has difficulty reading is due to a lack of familiarity with the letters of the alphabet, so the teacher is required to teach the letters of the alphabet with various strategies to make these students memorize and remember the letters A-Z , although in general students have different comprehension abilities, some are quick to grasp lessons and some are slow, this is caused by various factors.

The factors that cause reading difficulties are physiological factors, intellectual factors, environmental factors, and psychological factors (Muammar, 2020). The following is the description: 1) These physiological factors are directly related to the student's physical condition, neurology, gender, and fatigue. what is meant by neurologic is the physical immaturity of students which results in students not being able to read, such as the lack of age for children to enter elementary school, this happened at MI Zainul Anwar itself, Permendikbud no one year two thousand and twenty-one it has also been explained that ideally, students enter elementary school at the age of seven.

Kuhlen and Thompson said in the book (Nurhidayah, et.al, 2017) there are four aspects of an individual's physical development a) the nervous system, which affects the development of intelligence and emotion, b) muscles that affect strength and motor development, c) the endocrine glands which cause the emergence of new behavior, d) physical structure/body which includes height, weight, and proportion. So this physiological factor is very influential on the student's learning process, including in learning to read. 2) Intellectual factors related to the individual's intelligence ability to act according to targets, think rationally, and act effectively in their environment. in his book (Dwi & Yuli, 2020) Cognitively it means, the child is able to understand all the teacher's

explanations, the child can answer the teacher's questions with words that can be understood. Children can use and explore through their senses and motor to the objects around them. Children are also able to recognize concepts and solve simple problems in everyday life. The reading ability of class 1 students at MI Zainul Anwar is relatively weak because many students still have difficulty in reading, as a result, students have difficulty working on questions in student textbooks. in this case the teacher's ability to interact with children is a surefire way to improve children's reading skills. 3) Environmental factors are related to the student's background at home and the socio-economic status of the student's family. For example, a harmonious home situation and parental support will affect the child's learning progress. parents who like to read, collect reading books, and enjoy reading storybooks to their children, usually motivate children to love reading and provide experiences to their children. However, less harmonious home conditions, parents who do not like to read, and no collection of reading books greatly affect children's reading abilities.

According to the results of the study, the learning process occurs quickly and effectively if there is motivation, and generating learning motivation in individuals can be done by using promises and threats (targhib and tarhib) and storytelling methods (Nurjan, 2016). From the results of interviews with parents, there are also findings that the motivation of the people around students is also very influential for the student's learning process, especially on students' reading difficulties, parents play a very important role in the child's learning process. some parents do not / pay less attention to the difficulty of reading their children due to busy parents or from the ignorance of parents to teach their children to read, while economic factors do not become an obstacle to students' reading difficulties because students get special textbooks for students who have difficulty reading for free. , as well as solutions for parents' ignorance to teach their children by participating in learning together outside of class hours.

The last factor is the psychological factor, 4) psychological factor is related to motivation, interest, social maturity, emotion, and adjustment. a) Motivation is an impulse that moves a person In behaving, motivation can also be interpreted as a process of trying to influence the person or people he leads to do the desired job, by certain goals that are set first (Warsah & Daheri, 2021). b) interest is a high heart tendency towards something, passion, desire, interest or desire comes from oneself. Interest is also an important influence in overcoming reading difficulties so that students will continue to try to learn to read. c) Factors of social maturity, emotion, and self-adjustment also affect students' reading skills, meaning that students can control their emotions, are confident, and actively participate in discussing reading difficulties they face. The results of interviews and observations conducted on students in the first grade of MI Zainul Anwar from the psychological factors that students have a strong interest or desire to learn to read at school, while motivation, encouragement, or parental influence becomes the obstacle to these difficulties, most parents of students have left the cognitive aspects of their children to their

parents. school or teacher, so at home, the student mostly learns if there is a school assignment from the teacher.

Furthermore, the teacher's efforts or strategies in overcoming reading difficulties in a low class at MI Zainul Anwar, first the word strategy comes from the Greek 'strategia' which means military expertise or the art of war. Strategy means the management of troops, ships, or aircraft in a war situation (Darmansyah, 2012). in the military world strategy is a way to fight the enemy of war, but today, the word strategy is widely used in activities to achieve a goal and success, for example in the world of education, teachers use strategies in learning so that learning can be fun.

The strategy used by the teacher in overcoming reading difficulties in grade 1 at MI Zainul Anwar is quite good, this can be seen from the efforts and continuing to support and motivate students to really want to learn to read. As for some of the agenda given by the teacher to minimize reading difficulties, namely by tutoring, adding lesson hours, directing and motivating to learn to read. With the existence of various forms of efforts made, it is intended to encourage students to want to learn to read and not experience difficulties in learning, especially when reading. The following is a description of the strategy Likewise, the teacher in the first grade of Madrasah Ibtidaiyah Zainul Anwar uses strategies in dealing with reading difficulties by 1) using special textbooks for students who have reading difficulties, 2) adding lesson hours for students who have reading difficulties, and 3) using interesting learning strategies such as using a method of playing card letters and arranging words.

The use of this special textbook was made by the school itself, to overcome reading difficulties in students. This book is owned by individuals so that students can learn to read not only at school but also at home, besides that, additional class hours are carried out by class teachers to maximize efforts to deal with reading difficulties even though teachers do not get paid outside of class hours but this teacher at Madrasah Ibtidaiyah Zainul Anwar has a high sense of responsibility towards their students for dealing with reading difficulties and for learning strategies, a teacher is required to make the classroom atmosphere interesting and fun, in this regard the things that need to be prepared are good learning media, the learning environment is set according to the material to be studied, learning methods are with the characteristics of students, and finally students are treated as someone who needs to be taught. served (Pudjosumedi, et.al, 2013). The following is the description of the teacher's strategy in dealing with reading difficulties in students:

#### 1. Special textbook

Textbooks are subject matter that is systematically arranged and used by teachers and students in the learning process. Textbooks used in the learning process if developed according to the needs of teachers and students and used properly become one of the important factors that can improve the quality of learning (Sadjati, 2012). Students are seen as learning subjects who need to be actively involved in the learning process, and teachers are the only a facilitator who guides and coordinate student learning activities (Suwarni, 2015). This special text-

book can make it easier for students to read compared to reading LKS books which are usually provided according to the applicable curriculum at school. In the book there are preliminary reading materials such as letters of the alphabet, reading words, and reading sentences. With this special textbook, it is hoped that students will have an attraction and be able to motivate students to be more active in the learning process.

2. Additional lesson hours

The addition of these lesson hours aims to attract more students' interest in learning to read. The addition of study hours, especially reading, is carried out after school, and this only applies to some students who have reading difficulties. The addition of class hours is filled with dictating activities or spelling, spelling activities are a beginning reading method that emphasizes letter recognition or through the process of listening to letter sounds (Muammar, 2020), rereading a few sentences in the student's book, and ending with guessing words. This process is expected to be able to overcome the reading difficulties of some students in the first grade of Madrasah Ibtidaiyah Zainul Anwar.

3. Interesting and fun learning strategies

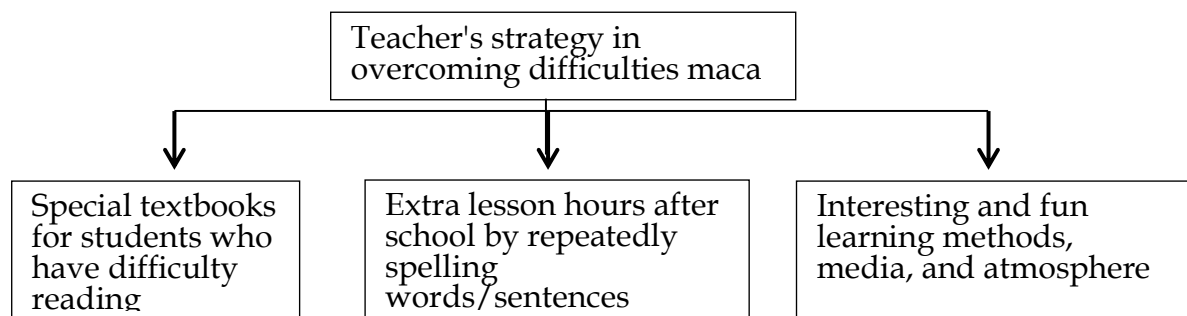
The purpose of fun learning is to create an environment that is relaxed, fun, not tense, safe, and interesting, and does not make students hesitate to do something even though they are wrong. Creating a pleasant learning atmosphere is the context of setting the stage for learning, meaning setting the classroom atmosphere by means of the language the teacher chooses, the teacher's attitude tends to bring a happy atmosphere in class and learning that attracts students. in textbooks (Darmansyah, 2012). There are several special concerns in creating fun strategies, including: arranging classrooms, affirmative icon posters, learning aids, setting up chairs, using music, teaching styles, forms of interaction, and inserting humor. MI Zainul Anwar has paid special attention to creating this fun strategy. The strategy used by the first-grade teacher at Madrasah Ibtidaiyah Zainul Anwar is to use methods, learning media such as card games to find out the letters of the alphabet and the method of playing word puzzles, compiling words or sentences that have been provided by the teacher. In this way, it is expected that students will recognize and over time students will get used to and easily mention the letters, words, or sentences.

Table of factors that cause reading difficulties at MI Zainul Anwar

No	Factors of reading difficulties	Indicator
1	Physiological factors	Physical immaturity of students such as low school entry age, so they have difficulty reading, physical factors such as lack of vision.
2	Intelligence factor	The intelligence abilities of students are different, some are quick to catch what the teacher is saying and vice versa.

3	Environmental factor	The background of students at home, such as the lack of parental attention, and the habituation of parents to students at home.
4	Psychological factors	Lack of motivation from parents and close people, lazy when learning to read at home.

Teacher strategy chart in overcoming reading difficulties at MI Zainul Anwar



Furthermore, the evaluation or results of the teacher's strategy in overcoming reading difficulties in low grades at MI Zainul Anwar, evaluation is an assessment, this assessment is a tool or activity for measuring the level of success of a goal. Evaluation can be done with a test or non-test, if a test is carried out, you can be given questions to work on, while non-test can be done by observing, interviewing, and giving assignments. The non-test evaluation carried out at MI Zainul Anwar every day is due to the special extra hours for children who have difficulty reading by being given special textbooks so the teacher can find out how far the student knows, memorizes the alphabet or reads words fluently. For example, a student is already at the stage of reading the word in the special textbook page 3, if the student is not fluent or has difficulty reading the word, then the next day the student must repeat the reading until the reading is fluent. Meanwhile, evaluation tests were conducted on grade 1 students who had reading difficulties before each school final exam to determine other strategies for students who still had difficulty reading. Previously, to evaluate it, it was expected to know the purpose of the evaluation of the reading difficulty strategy, namely that it was intended that students could know, understand and have the ability to voice writing with the right intonation. The evaluation in this study aims to find out whether special textbooks, additional hours of study and fun learning strategies can overcome reading difficulties in low grade students? How to prove it? The following is the evaluation or results of strategies for reading difficulties in low grades at MI Zainul Anwar:

### 1. Special textbooks

This special textbook is intended for grade 1 students who have reading difficulties, with this book students can learn to read every day either at school or at home with both parents or tutors, the purpose of this special textbook is to evaluate or control students every day in reading ability, both reading the alphabet, reading words or reading sentences. With this particular textbook, it can be said that it is quite successful in guiding students who have difficulty reading because every day students have to deposit readings that have previously been studied at home to be read again with the teacher at school, if it is fluent then the student can continue reading to the next page.

2. Additional lesson hours

Additional lesson hours are one of the teacher's strategies in overcoming reading difficulties in low grade students at MI Zainul Anwar, this has of course been agreed upon by the school and the parents of students whose children have difficulty reading, with the additional hours it is hoped that students will catch up with the lessons they are learning. previously learned by friends who do not experience reading difficulties. These extra hours of study were quite successful in guiding students in catching up so that student grades were up to standard

3. Fun learning strategies

The fun learning strategy in question is a way to make learning fun so that students don't get bored with the lesson, as the teacher did for grade 1 students who had difficulty reading at MI Zainul Anwar, the teacher racked his brains to make class lessons fun, all methods such as the card game, method of spelling letters, or with the method of scramble or composing words. the fun learning strategy carried out by the teacher at MI Zainul Anwar can be said to be quite successful because the progress is quite good, it can make most students understand what the teacher conveys to students who have difficulty reading, this is confirmed by the teacher's observations every day on the child . In the textbook (Darmansyah, 2012) it is stated that applying an appropriate strategy in learning allows for better learning effectiveness, otherwise learning will become a problem for students if students feel learning is a boring activity. Therefore, it is important for teachers to design a strategy that can make learning fun.

## CONCLUSION

This study concludes that reading difficulty occurs a lot in any schools including Madrasah Ibtidaiyah Zainul Anwar, this is because many parents send their children to school too early or their age is not appropriate or is said to be not ideal regardless of their abilities, too forced himself for his son to go to school to follow his neighborhood friends, besides the motivation of people is also be the cause of students' reading difficulties, parents who are less concerned with the cognitive aspects of students so that they only rely on the teacher, students are not disciplined in learning to read at home as a result, students are often lazy and spend more time playing. This strategy can overcome students' reading difficulties, the strategy is an effort made by teachers, schools, parents, and students themselves. The strategy is by

providing special textbooks, provide additional lesson hours, and try to provide interesting and fun learning for reading material. With this strategy, it is expected to be able to overcome reading difficulties in students, then after there are factors that cause reading difficulties and the teacher's efforts in overcoming reading difficulties an evaluation is held to determine the teacher's success in overcoming reading difficulties so as to provide another solution if the strategy is deemed less effective, and the results of the evaluation of the teacher's strategy can be said to be quite effective in overcoming reading difficulties.

## REFERENCES

- Abdussamad, Z. (2021). *Metode kualitatif*. Makassar: Syakir media press.
- Afandi, M., Chamalah, E., Wardani, O. P. (2013). *Model dan metode pembelajaran di sekolah*. Semarang: Unissula Press.
- Anisa, D., Kurniawati, Y. (2020). *Kesiapan anak masuk sekolah*. Pekalongan: PT. Nasya Expanding Management.
- Darmansyah. (2012). *Buku ajar Konsep dasar strategi pembelajaran*.
- Hidayat, R., Abdillah. (2019). *Ilmu pendidikan "konsep, teori dan aplikasinya"*. Medan: LPPPI.
- Marlina. (2019). *Asesmen kesulitan belajar*. Jakarta Timur: Prenada media group.
- Maryani, I., Fatmawati, L., Erviana, V. Y., Wangid, M. N., Mustadi, A. (2018). *Model intervensi gangguan kesulitan Belajar*. Yogyakarta: K-Media.
- Muammar. (2020). *Membaca permulaan di sekolah dasar*. Mataram: Sanabil
- Nasution, W. N. (2017). *Strategi pembelajaran*. Medan: Perdana Publishing.
- Nurhasanah, S., Jayadi, A., Sa'diyah, R., Syafrimea. (2019). *Strategi Pembelajaran*. Jakarta Timur: Edu Pustaka.
- Nurjan, S. (2016). *Psikologi Belajar*. Ponorogo: Wade Group.
- Pudjosumedi, Handayani, T., Saidah, E. S., Istaryatiningtias. (2013). *Profesi pendidikan*. Jakarta: Uhamka Press.
- Sadjati, M. I. *Modul pengembangan bahan ajar*.
- Warsah, I., Daheri, M. (2021). *Psikologi suatu pengantar*. Yogyakarta: Tunas Gemilang Press.