

LITERACY LEARNING STRATEGIES TO OVERCOME READING DIFFICULTIES IN GRADE I ELEMENTARY SCHOOL STUDENTS

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Abstract: This study aims to identify literacy learning strategies used by teachers in overcoming reading difficulties in grade I elementary school students. Reading problems in the early stages are a challenge that teachers often face in the learning process, especially in early childhood who do not have mature phonological skills. This study uses a descriptive qualitative approach with Vygotsky's theory of social constructivism as a basis for thinking, which emphasizes the importance of social interaction in the development of children's language skills. The data was obtained through an in-depth interview method with grade I teachers in one of the elementary schools in Tangerang Regency. The research instrument is in the form of semi-structured interview guidelines that focus on learning strategies, the types of reading difficulties faced by students, and how teachers overcome these problems. Data is analyzed through the stages of data reduction, data presentation, and conclusion drawn. The results of the study showed that teachers used various literacy learning strategies such as phonetic approaches, whole word reading methods, the use of visual media and word games, and regular reading activities to improve students' reading skills. Teachers also strengthen students who have reading barriers individually. The conclusion of this study is that a variety of literacy learning strategies tailored to the characteristics of students are very helpful in reducing reading difficulties in early grades.

Keywords: Learning Strategies, Literacy, Reading Difficulties.

INTRODUCTION

Education is a means or place that has an important role in improving skills in the life of the nation. In an era of continuous progress, education plays an important role in it. Students are expected to have expertise and learning strategies by educators that aim to improve superior competencies. Educators must create an effective atmosphere in the classroom that is for instruktur. (Abd Rahman, 2022).

The increase in scientific progress is greatly assisted by education, which aims to overcome three areas that children have, namely the realm of attitudes or values (effective), the realm of thinking processes (cognitive), and the realm of skills (psychomotor). In a learning process, teachers are responsible for helping to improve the quality of education with the development of these three aspects. The value of education also needs to be seen because it can foster aspects of character values such as discipline and independence of students. achievements and innovations can change students' habits in the context of education and they can create some new ideas, as well as gain new knowledge and experience in the learning process (Azkiya and Ridhuan, 2023). Difficulty reading with words, written symbols, and an inability to connect between spoken and written language. Students may experience delays in the learning process of their peers as a result of these challenges. In addition, they will have a hard time completing the assigned tasks because their reading challenges prevent them from doing so at this time. Students' early reading skills, which begin at a young age (Rahma, 2021). The technique of learning to read at the early grade level is known as "early reading" and was developed in elementary school. Students in grades 1 and 2 of elementary school, or those who are currently 6 to 8 years old, are usually taught early reading. Beginning reading is the first step for students in the process of learning to read before proceeding to the next stage (Susanti, 2021) At the elementary school level, beginning reading involves several stages, including the recognition of alphabetic letters, the introduction of linguistic elements, the understanding of the relationship between spelling and sounds, and the development of reading skills at a slow pace. Therefore, the first stage in teaching beginning reading is to introduce students to the letters of the alphabet from A to Z, accompanied by how to pronounce the right sounds. At this stage of initial reading ability, educators must really pay attention to students, because reading the beginning is based on the next ability (Hapsari 2019).

RESEARCH METHODOLOGY

The qualitative methodology used in this study produced descriptive data in the form of observations of individual behavior and written or spoken phrases. To learn more about a person's thoughts and feelings, this method often uses interviews. The descriptive method used in this study tries to provide a scientific description of the events seen in the field while focusing on the characteristics and attributes that distinguish one activity from another. Teachers and children with reading difficulties play a role as the subject of the

research. The main objective of this study was to identify the tactics that teachers use to help students in elementary schools who have reading difficulties.

RESEARCH RESULTS AND DISCUSSION

Based on the results of interviews conducted with grade I elementary school teachers in one of the Tangerang Regencies, it was found that most students experienced problems in reading skills. These obstacles include the inability to recognize letters, difficulties in combining letters into syllables, and low reading fluency. In addition, some students show limitations in understanding the meaning of simple reading and have low learning motivation for reading activities. The teacher said that the reading difficulties experienced by students were caused by several factors. Among them are the lack of literacy stimulation in the family environment, the lack of reading habits since early childhood education, and the significant difference in student learning readiness. In this case, some students are still in the pre-reading stage so they require a different approach from other students. In addition, the limitation of learning media is also an obstacle in the process of introducing basic literacy. These findings show that reading mastery in grade I students is influenced by various aspects, both internal and external. Therefore, teachers need to implement literacy learning strategies that are not only technical, but also able to arouse students' interest and motivation. The strategies used must be contextual, interactive, and in accordance with the characteristics of early childhood development. The literacy learning strategies used by teachers have been proven to help students gradually develop reading skills. Through a varied and fun approach, students become more motivated to engage in reading activities, which ultimately positively impacts the improvement of their abilities. Strategies applied by teachers in overcoming reading difficulties in grade I students include: 1). Phonics Approach Teachers introduce the relationship between letters and sounds systematically, starting from phoneme recognition to the formation of simple syllables. 2) . Use of Visual and Audio Media Utilization of media such as cards Letters, pictures, alphabet songs, and animated videos aim to strengthen students' memory through visual and auditory stimulation. 3) Shared Reading Activity Teachers read picture books interactively while inviting students to read together, in order to foster

understanding of the content of reading and increase vocabulary. 4) Literacy Games Play activities such as arranging words, matching pictures to words, and alphabet puzzles are used to create a fun and not boring learning atmosphere. 5) Daily Literacy Habit Reading activities are carried out regularly every day to form reading habits from an early age. This includes self-reading, reading aloud, and membaca bergilir. 6) Collaboration with Parents. Teachers involve parents by giving reading assignments together at home and providing directions related to how to accompany children in literacy activities in the family environment.

CONCLUSION

Based on the results of the research conducted through a qualitative approach with interview techniques with the first grade teachers of elementary schools, it can be concluded that the reading difficulties experienced by students are caused by several factors, including the lack of literacy stimulation from an early age, low learning motivation, and differences in the level of learning readiness between students. These difficulties include the inability to recognize letters, slow in combining syllables, and a lack of understanding of the content of the reading. To overcome these problems, teachers apply various literacy learning strategies that are contextual and fun. These strategies include phonic approaches, the use of visual and audio media, reading activities together, literacy games, daily reading habits, and parental involvement in the learning process at home. This strategy has been proven to be able to help students develop reading skills gradually and increase their interest in literacy activities. Thus, the success of literacy learning in grade I students does not only depend on the methods used by teachers in the classroom, but also on the synergy between schools, teachers, and parents in creating a learning environment that supports the development of children's literacy from an early age.

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