
EFFORTS TO OVERCOME READING AND WRITING DIFFICULTIES IN PROVIDING STUDY GUIDANCE FOR CLASS II PRIMARY SCHOOL STUDENTS

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Abstract

The aim of this research is to find out and describe students' difficulties in learning to read and write beginnings in class II at SDN Slarang 03. This research uses a qualitative descriptive approach using the case study method. This research data is the result of interviews with informants. Data comes from teachers, principals and class II students at SDN Slarang 03. Data is analyzed using techniques expressed as data reduction, data presentation and drawing conclusions. The research data was checked for validity using triangulation of techniques and sources. The results of this research show: (1) students' difficulties in beginning reading such as difficulty spelling letters into syllables, difficulty spelling syllables into words, difficulty distinguishing letters that are almost similar, (2) students' difficulties in learning to write is that there is no space between words, imperfect writing, taking a long time to write and, (3) the teacher's way of overcoming students' difficulties in learning to read and write initially, namely by using varied methods, changing seats, getting used to reading independently for 10 minutes, holding special study guidance for students who experience difficulties reading and writing, working together with parents in monitoring students' progress in reading and writing, providing ongoing practice for students who experience difficulties in reading and writing.

Keywords

Reading and Writing Difficulties, Tutoring, Students



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INTRODUCTION

Writing skills and reading skills are very concerned for students at various levels of education, especially elementary schools. (Kurniawan et al, 2021) revealed that writing is an activity of expressing ideas through the medium of language. Meanwhile, according to (Tarigan, 2013, p. 3) writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. Writing can be said to be the most complex language skill among other language skills, this is because writing is not just copying words and sentences but also developing and expressing thoughts in an orderly written structure (Nalenan, 2020, p. 93-94). Based on the descriptions of several experts above, it can be concluded that writing is a skill that is owned by someone to express ideas not directly but explicitly. Teaching writing skills has a goal which means students can apply material in written form, not just theory that must be understood or memorized and can easily be forgotten (Prayogi, 2017, p. 53).

Language skills are not only writing skills but also reading skills. According to (Tarigan, 2015, p. 11) reading is a complex skill, which is complex, which includes or involves a series of smaller skills. Reading is a receptive activity of a reader towards writing which is the object of his reading. In reading activities, readers try to understand the intent of a writer, to find and understand the information set forth by the author. Not only the stated meaning in the reading, but more than that, the reader tries to find the implicit meaning of a reading (Alfiansyah and Yanti, 2020, p. 29). Based on the descriptions of some of the experts above, it can be concluded that reading skill is the process of expressing a piece of writing so that the reader can get the message that the writer wants to convey through explicit words. Reading is a process of relationship between the reader and the reading text, meaning a process carried out and used by the reader to obtain messages (information) conveyed by the writer through words or written language (Utami, 2018).

Writing is a language communication activity that uses writing as a medium (Bukhari, 2010). Writing is a process, namely the process of pouring ideas or ideas into written language which in practice the writing process is manifested in several stages which constitute a more complete system (Nafiah, 2017). This is in line with the opinion expressed by Mirnawati, namely writing is an activity of expressing feelings in written language in order to entertain, convey, explain, or tell something to someone (Mirnawati, 2019). Reading and writing skills are interrelated activities, reading skills affect writing skills, writing skills require knowledge and ideas to be put into writing while knowledge and ideas are obtained from reading activities (Febrina, 2017). Reading is an effective learning activity to gain knowledge and knowledge. This means that reading is a thinking process to

understand the content of the reading text (Pratiwi et al., 2018). Reading is an activity that cannot be separated in the world of education, because reading is a process of transforming knowledge by seeing and understanding the contents written in a knowledge book or textbook (Nugraha et al., 2018). In line with Tarigan's opinion in Kuanaben saying that reading is a skill that is carried out and used by the reader to get the message, which the writer wants to convey through it. it can be understood both by the author himself and others, and learn how to develop ideas into something of more value (Novrizta, 2019). wrote (Kuanaben, 2016).

According to (Muhshanur, 2019) explains that reading is a process of searching for information using the mind which will later be processed into knowledge so that it can be useful in life now and in the future. Information can be obtained from anywhere, for example, from books, the internet, people around you and so on. Meanwhile, the notion of writing according to (Henry, 2018) is a person's way of communicating indirectly by using written language, or not face-to-face with one another. So that Jamaris (2014, p. 137) also stated that "difficulties in learning to read are caused by the development of the central nervous system which experiences minimal dysfunction".

Based on initial observations made by researchers at SDN Slarang 03, K13 lessons have been implemented in 2019-2023. In fact, reading and writing are basic skills that must be possessed so that children can then count well. Every teacher always hopes that his students can achieve the best learning outcomes. Efforts made by class IV teachers to overcome learning difficulties experienced by students are by using varied learning methods, creating a creative and conducive learning atmosphere, additional tutoring and providing rewards.

According to (Hanafi 2019) a teacher is someone whose daily job is to educate, teach and guide their students from initially knowing nothing to knowing everything. According to Law No. 14 of 2005 concerning teachers and lecturers (Sadulloh, 2011) teachers are professional educators with the main task of educating, teaching, guiding, evaluating students. Teachers also have important roles in carrying out their duties. According to (Muhammad, 2020) the role of the teacher consists of several, namely the teacher as an educator and instructor, the teacher as a mediator or learning resource and facilitator, the teacher as a model and role model. According to (Buan Ludo Afliani Yohana, 2020) the role of the teacher is as a role model for his students, starting from habituation to an example of how the teacher looks neat, speaks polite words and also has good behavior. So that it makes students feel like they want to imitate the teacher's attitude so that good things arise that they want to achieve.

Supporting and inhibiting factors for teachers in overcoming teachers in overcoming learning difficulties are from the teacher's patience, the principal who provides support for the efforts made by the teacher, additional reading books and tutoring, while the inhibiting factors are from the experience of students at school, the experience of students at home and parental attention, and the influence of television shows and cell phones.

Apart from parental guidance, parental education also greatly influences the way parents educate their children. Students whose parents are highly educated have good potential in educating and directing their children (Daradjat, Zakiah. 2008). According to Sudarwan. D in Fyanda, Israwati, & Ruslan, (2019) as a professional teacher educator has the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the formal education path. The main task of the teacher will be effective if the teacher has professionalism which is reflected in the skills and competencies that are in accordance with certain ethical norms. In the teaching and learning process at school, every teacher hopes that students can achieve the best learning outcomes. Tutoring is a type of guidance that provides assistance to individuals in solving problems related to lessons (Suwanto & Fajri, 2018).

Tutoring is very important to apply in schools because with tutoring educators or teachers will know the learning problems experienced by students because teachers also play an important role in improving students' reading skills. However, in reality, many students show symptoms of not being able to achieve the expected learning outcomes. Some students still show low grades even though the teachers who teach in class have tried their best. In the teaching and learning process, learning problems are often found at school and outside school. Students who experience learning problems usually experience obstacles in their learning such as lack of concentration, impaired memory, impaired reading, impaired numeracy, and other learning disorders. Therefore, the teacher has a duty to provide study guidance to students who experience dyslexia because the ability to read is a basic ability that all students must have. Based on the background above, the researcher took the title "Efforts to Overcome Reading and Writing Difficulties in Providing Learning Guidance for Class II Elementary School Students".

METHOD

This research is included in qualitative descriptive research, because it tries to photograph events that are taking place, namely initial reading and writing learning that has been carried out

by teachers during learning at school. In this study, the researcher analyzed the difficulty of reading and writing in class II students at SDN Slarang 03 and described how a teacher tries to ensure that his students do not have difficulty reading and writing at first. In this context, researchers involved 21 class II A students, class II A/B homeroom teachers, and the school principal.

The data source for this research uses primary and secondary sources. In this primary source, the researcher takes data sources that come from data subjects or informants, namely class II teachers, principals, class II teachers, class II students. In this secondary source, researchers take data sources that come from written data archives and documents used as reinforcement of previously obtained data. Data collection techniques in this research used observation, interviews and documentation. The validity test in this research used examination techniques. Where the examination of the validity of the data is based on certain criteria. The validity of the data is carried out as proof of the research being carried out. In order to find out the truth of the scientific research being carried out and testing the data that has been obtained. The data validity testing stage in this qualitative research uses credibility, dependability, confirmability (Sugiyono, 2018).

In qualitative research, data analysis is considered credible after the data has been collected within a certain period. The researcher has carried out an analysis of the answers to the interviews which he feels are satisfactory. In this research, researchers used an interactive analysis model according to (Sugiyono, 2018) in detail as follows:



RESULTS AND DISCUSSION

Based on the results of research conducted by researchers at SDN Slarang 03. This research aims to overcome difficulties in learning to read and write in class II students, taking samples using a descriptive model, namely a model used to analyze data by describing or illustrating the data that has been collected as is without the intention of making general conclusions or generalizations (Sugiyono 2016:15). Sample used by class II students, class II teachers, principal of SDN Slarang 03.

1. Difficulty in Reading at the Beginning of Learning at Slarang 03 Elementary School.

To find out the difficulties experienced by class II students in reading as follows:

No	Difficulty in Reading
1.	Students have difficulty spelling letters into syllables
2.	Difficulty distinguishing letters that are almost similar
3.	Students have difficulty spelling syllables into words

From the table of research results regarding the difficulties faced in accordance with the results of other research, this can be described as follows:

Reading the beginning of a word can be a challenge for children because they have difficulty spelling letters into syllables, difficulty spelling, difficulty distinguishing letters that are almost similar, difficulty spelling syllables into words. This is what is experienced by class II students at SDN Slarang 03. This is in line with (Widyaningrum & Hasanudin, 2019) The forms of initial reading difficulties experienced by students are (1) spelling letters into syllables, (2) writing words, and (3) differentiates nearly identical letters. Children have reading problems because they don't read fluently, have poor pronunciation, are poor letter learners, or have poor letter discrimination. According to research (Nurani, 2021), the findings of this research are also supported in that this has been proven by children's failure to differentiate letters that are almost the same, the inability to read combinations of consonants, and the inability to read single vowels, whereas according to research (Kasratun Aini, 2020) Children have difficulty reading because they cannot distinguish letters, read syllables, read words according to context, and cannot read diphthongs at the beginning of their education.

2. Difficulty in Reading Beginning in Learning at SDN Slarang 03

To find out the difficulties experienced by class II students in reading as follows:

From the table of research results regarding the difficulties faced in accordance with the results of other research, this can be described as follows: The students' difficulties in writing the beginning referred to in this example are the lack of space between words, inaccurate writing, and extended writing. This was experienced by class II students at SDN Slarang 03. This is in line with related research. Writing problems for students were found to be (1) there were no gaps between

words, (2) their writing was not good, and (3) it took a long time to write. wrote at the beginning of their studies. The findings (Marsopah, 2014) are in line with the conclusions of this study looking at students' writing problems, he found that it was caused by things such as immaturity in memory and motor development, students' poor visual perception, excessive energy, and errors in holding a pencil. from research results (Mulyati, 2011). In this case, it shows that elementary school students have difficulty writing because the letters are messy, the letters are often misplaced, and the font sizes vary. Apart from that, it is stated that class II students have difficulty collecting assignments because the assignments are long, the writing cannot be read and many students delete or add letters in words (Nurhalimah, 2019).

3. Efforts to Overcome Reading and Writing Difficulties at SDN Slarang 03

No	To Find out the Difficulties in Writing
1.	There is no space between words
2.	The writing is not perfect
3.	Long time in writing

The difficulties experienced by class II students in reading are as follows:

No.	Efforts to Overcome Reading Difficulties	Efforts to Overcome Writing Difficulties
1.	Teaching using varied methods. Providing special study guidance for students who have difficulty writing	Provide special study guidance for students who have difficulty writing
2.	Change seating in various ways. Collaborate with parents in monitoring students' progress in writing	Collaborate with parents in monitoring student progress in writing
3.	Get into the habit of reading independently for 10 minutes before learning begins. Provide continuous writing practice for students who have difficulty writing	Provide continuous writing practice for students who have difficulty writing

From the table of research results regarding efforts to overcome these difficulties in accordance with the results of other research, this can be described as follows: What the class II A and class II B teachers and the principal of SDN Slarang 03 did to help students overcome reading and writing difficulties were (1) teaching using varied methods, (2) changing seats as attractively as possible, (3) getting used to independent reading, (4) holding special lessons for students who have difficulty writing, (5) involving parents in monitoring reading and writing progress, (6) students are often given assignments in terms of reading and writing. This is in line with Teachers and principals

can help students in early elementary schools who have difficulty learning to read and write by implementing strategies using various teaching methods, swapping seats using models, providing special instructions for these students, working together with parents to monitor their children's reading and writing progress, research findings (Ahmadi, 2014). The efforts made can be seen in the following things: group guidance, individual guidance, remedial teaching, providing personal guidance, and providing guidance in productive ways of learning. The findings of this research are strengthened by the findings of Deded (2013) who stated that the efforts made by teachers can be observed in teachers who contribute extra hours after school. These findings lend further credence to the research findings. In addition, Khoiroh (2018) outlined the efforts made by teachers to help children in the first grade of elementary school overcome the challenges they face in reading and writing. He noted that to overcome reading problems, Basal readers are used along with phonic approaches, while spelling methods are strategies used to overcome writing challenges. as well as the instructor's efforts to overcome reading and writing difficulties in class II students every year by providing additional assignments for students, such as reading and writing at home and studying outside the classroom, as well as motivating students. This is done to help children overcome the challenges they face when learning to write and read. Consequently, Khoiroh (2018) proposed a series of related measures to improve early literacy and writing. For children who initially struggle with reading and writing, teachers can demonstrate this effort by giving them extra or special hours.

CONCLUSION

Based on the description of the results and discussion above, it can be concluded that students' difficulties in learning to read and write initially in class II at SDN Slarang 03, can be concluded as follows: students' difficulties spelling letters into syllables, difficulty spelling syllables into words, difficulty distinguishing letters that are almost similar. Students' difficulties in learning to write at the beginning are that there is no space between words, imperfect writing, and taking a long time to write.

There are ways for teachers to overcome students' difficulties in learning to read and write initially in class II SDN Slarang 03, namely: teaching using varied methods, changing seats, getting used to reading independently for 10 minutes, providing special study guidance for students who have difficulty reading and writing, collaborating with parents in monitoring students' progress in reading and writing, providing ongoing practice and guidance for students who experience

difficulties in reading and writing.

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