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IMPLEMENTATION OF LITERACY STRATEGIES IN OVERCOMING STUDENTS READING DIFFICULTIES IN ELEMENTARY SCHOOL

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Abstrak

Keterampilan dasar yang perlu dikuasai peserta didik adalah keterampilan literasi. Umumnya anak dalam usia sekolah dasar cenderung mendapat masalah ketika belajar seperti membaca. Tujuan penelitian ini adalah untuk mendeskripsikan (1) Bagaimana penerapan strategi literasi baca tulis dalam mengatasi kesulitan membaca siswa kelas III B di SDN Sondakan No 11 Surakarta. (2) Faktor apa saja yang berpengaruh dalam menerapkan strategi literasi baca tulis. Penelitian ini menggunakan metode penelitian kualitatif deskriptif. Sebagai teknik pengumpulan data, peneliti menggunakan teknik wawancara, observasi, dan dokumentasi. Teknik analisis data yang diterapkan adalah analisis interaktif. Teknik keabsahan data yang digunakan adalah triangulasi teknik dan sumber. Hasil penelitian menunjukkan bahwa, (1) Penerapan strategi literasi baca tulis melibatkan metode amati, baca dan tulis kembali, sudut baca, pengaturan tempat duduk siswa serta menempel teks dan gambar di dinding kelas cukup efektif untuk diterapkan dalam mengatasi kesulitan membaca siswa sekolah dasar. (2) Faktor penghambat pada penerapan strategi literasi baca tulis ini yaitu pengkoordinasian siswa yang kurang maksimal yang disebabkan rendahnya konsentrasi siswa saat belajar, sedangkan faktor pendukungnya yaitu ketersediaan dukungan dari lingkungan dan fasilitas serta kerjasama yang positif dengan orang tua siswa.

Kata Kunci: literasi baca tulis; kesulitan membaca; sekolah dasar

Abstract

The basic skills that learners need to master are literacy skills. Generally, children in elementary school age tend to have problems when learning such as reading. The purpose of this study is to describe (1) How the literacy strategy is implemented in overcoming reading difficulties of grade III B students at SDN Sondakan No 11 Surakarta. (2) What factors are influential in implementing the literacy strategy. This study used descriptive qualitative research methods. As a data collection technique, the researcher used interview, observation, and documentation techniques. The data analysis technique applied was interactive analysis. The data validity technique used was triangulation of techniques and sources. The results showed that, (1) The implementation of literacy reading and writing strategies involving the observe, read and write back method, reading corners, student seating arrangements and sticking texts and pictures on the classroom wall was effective enough to be applied in overcoming reading difficulties of elementary school students. (2) The inhibiting factor in the implementation of this literacy strategy is the less than optimal coordination of students due to the low concentration of students while learning, while the supporting factors are the availability of support from the environment and facilities as well as positive cooperation with parents.

Keywords: literacy; reading difficulties; primary school

INTRODUCTION

Literacy mastery can be the initial stage to form superior human resources. According to Lisnawati & Ertinawati (2019) literacy refers to the expertise in understanding information from various sources through various activities such as observation, reading, speaking, listening, and writing. Literacy not only includes reading and writing skills, but also involves understanding that can increase knowledge and skills that are useful in life. There are six types of basic literacy, namely reading and writing literacy, numeracy literacy, science literacy, digital literacy, financial literacy, and cultural and civic literacy (Dasor et al., 2021). Of the six types of literacy skills mentioned, literacy is the most basic literacy.

Literacy skills involve two activities, namely reading and writing. Clay in (Taylor & MacKenney, 2008) defines that reading literacy is the activity of receiving messages and using them flexibly to solve problems. The definition implies that readers must possess the capability to comprehend the meaning of the text they read in order to retrieve information from the reading. Mastering reading skills is a key prerequisite for exploring and understanding a wide range of knowledge. Besides reading skills, the importance is also emphasized on writing skills in literacy. Writing activities according to H.G. Tagiran in (Saddhono & Slamet, 2012) basically involves making graphic symbols that reflect a language that can be understood by other readers who understand the language and graphic symbols.

Reading and writing literacy are the skills and knowledge needed to access, write, investigate, processing and understanding information with the aim of analyzing, responding to and using written texts to achieve a goal, improve knowledge and skills, and participate in social interactions, as explained by the Ministry of Education and Culture in 2017. These literacy skills need to be mastered by students, especially at the primary school level, in order to overcome difficulties in the learning process. Many children at the primary school

level often experience difficulties when learning, such as in reading, writing and counting skills.

Generally, students do not have the knowledge of how to read well and correctly. This situation may be natural for grade I and II students as they are still learning the basic skills of reading and writing. However, when students have reached grade III such a situation should no longer occur. According to Johnston, Barnes & Desrochers in (Dewi, 2022) states that children in grade III of elementary school who are generally 8-9 years old have shown progress in reading comprehension. In grade III, students learn more than just basic reading and writing skills, they are expected to have the ability to understand the content that is read and written. If at the grade III level, these literacy skills have not been mastered, students may face difficulties when continuing to the next level, such as grades, IV, V and VI.

In the Minister of Education and Culture Regulation No. 23/2015 on Cultivating Budi Pekerti, it is explicitly stated that every day schools are required to carry out reading activities for 15 minutes before starting learning by reading books other than textbooks. This action is carried out with the intention of enhancing the development of students' personal potential. That is why developing an interest in reading is very important in creating a society that is able to receive and process information well, so that they are not easily influenced by information that is not clear or false. Even so, in the context of the school environment, there are still many students who face difficulties in reading.

The study conducted by Tarjiah et al (2023) states that reading skills have an essential role in acquiring and mastering knowledge, and a person who faces difficulties in reading may experience difficulties in various other academic areas. This can hinder their optimal development, both academically and personally. Therefore, educational institutions are responsible for implementing measures that ensure primary school students, especially low-grade students, acquire good reading skills.

Among the forms of learning difficulties the focus of this research is on children with reading difficulties or dyslexia. Dyslexia is a type of learning difficulty experienced by children characterized by their inability or difficulty in reading. (Rofiah, 2015). This condition arises because there is a disruption in the brain during the processing of the information it receives. This opinion is also supported by Aryani and Fauziah in (Mardika, 2019), dyslexia itself can be interpreted as "a person's difficulty in writing, reading or spelling letters". Dyslexics when viewed physically will not look like dyslexics. Difficulty in reading has a significant influence on students' level of success in the learning process. Therefore, teachers need to give special attention to students who face learning difficulties by understanding their individual characteristics.

In addition, the results of observations made by researchers at SDN Sondakan No.11 Surakarta show that the problems often faced by students during the learning process are reading difficulties or dyslexia. Therefore, the author seeks to examine one of the common problems in elementary schools, namely reading learning difficulties (dyslexia) in students. This is because children with this condition have difficulty in understanding the subject matter and applying the knowledge they have gained. Furthermore, the purpose of this research is to provide a general overview of how teachers deal with students reading learning difficulties or dyslexia by using literacy reading and writing strategies, as well as identifying what factors influence the implementation of literacy reading and writing strategies.

There are several relevant studies related to strategies in overcoming students reading difficulties that have been carried out by many previous researchers.

First, Jannah & Irdamurni (2021) said that the Fernald method intervention as a strategy to overcome dyslexia was proven effective in improving the ability to read words in students who had difficulty reading from baseline conditions to conditions after being given the

Fernald method intervention. Second, Lya (2018) said that the use of media in the form of images helps students in overcoming the problems they face, although the process takes place gradually. The use of media in the form of images is harmonized with the circumstances and individual needs of each student. Third, Faizin (2020) explained that teachers can overcome students reading difficulties, both dyslexic and normal students, with a strategy of equalizing the learning process for both and providing special guidance in the classroom. Fourth, Syaputri & Ritonga (2023) explained that the application of multisensory method as a strategy to overcome reading difficulties in dyslexic children will be more effective if it involves various sensory organs of learners. Thus, multisensory methods can provide support to children who face reading difficulties. Fifth, Safarina & Susanti (2018) said that the Courage Bowling Game as a strategy to overcome dyslexia can help children memorize letters quickly. Sixth, Nabilla & Marlina (2022) describes that the think-tac-toe learning approach has a positive or effective impact on the learning capabilities of students. The presence of positive feedback leading to enhanced literal reading comprehension skills in students with dyslexia may serve as a novel strategy applicable to enhance overall reading comprehension skills, which is adapted to the characteristics and educational requirements of students with dyslexia. Seventh, Haifa et al. (2022) conveyed that, with the existence of word card media not only intended for students with dyslexia, but also can provide convenience for teachers in teaching. The design of this letter card media offers a resolution to the media requirements for elementary school students with dyslexia.

Based on this explanation, it is concluded that there needs to be an appropriate strategy in overcoming students reading difficulties. Based on the background, the similarity between previous research and this research is to find the right strategy to overcome reading difficulties in children in elementary school, but this research has a version that is adjusted to the current

situation or event, which lies in the object and place of research. The novelty of this research lies in how literacy strategies become a solution in dealing with students reading difficulties in elementary schools which is tailored to the characteristics of each student.

METHODS

This study applied a qualitative method with a case study research design. The objective of qualitative research is to comprehensively grasp the phenomena encountered by research subjects. It is elucidated through words and language within a specific natural context, utilizing various scientific methods. (Moleong, 2016). Case study is a method used to find out, study, and explain a situation naturally without interference from external parties (Salim, 2006).

This research was conducted at SDN Sondakan No 11 Surakarta because there are still some students who face difficulties in reading. The research subjects involved homeroom teachers and students of class III as many as 22 students. In this context, the purpose of the research is to thoroughly understand how the implementation of literacy strategies in learning is carried out by teachers and students of class III B at SDN Sondakan No 11 Surakarta and to find out how the reading difficulties faced by students. This research uses original data (primary) and existing data (secondary). The primary data for this study was gathered by conducting interviews with the homeroom teachers and students of Class III B. Secondary data sources were obtained from documentation and related previous research.

In this study, the data collection techniques used were as follows:

1. Interview

This interview is used to collect complementary data from several parties who are considered to have information about the subject matter under investigation.

Data collection can be obtained by interviewing teachers and students of class III

B at SDN Sondakan No.11 Surakarta regarding how reading difficulties faced by students and literacy strategies applied in classroom learning.

2. Observation

Observation is used to collect data through observation, accompanied by notes on the condition or behavior of the target object in the field.

Observations were made by observing how the literacy strategy was applied in the process of learning activities in class III B of SDN Sondakan No 11 Surakarta.

3. Documentation

This study has documentation in the form of important documents used during the learning process, photos taken when learning takes place with the application of literacy reading and writing strategies, and previous studies that have relevance.

This research uses interactive analysis techniques according to Miles and Huberman's theory, which includes data reduction, data presentation, and conclusion drawing stages. (Miles & Huberman, 2014). In this research, data validity is ensured through the triangulation of techniques and sources. Technical triangulation is done by verifying data using the same source but with different techniques, such as interviews, observation, and documentation. Meanwhile, source triangulation was done by verifying data obtained from several different sources.

RESULT AND DISCUSSION

The results of the interview with the class III B teacher at SDN Sondakan No 11 Surakarta explained that of the 22 students in class III B, there were still 3 students who had difficulty reading. The 3 students have lagged behind in reading skills since grade I. However, the grade III B teacher said that during learning these children will always be given special assistance so that they can follow the learning well. Based on

interviews with 3 students who have difficulty reading, they revealed that the average difficulties they face are, when memorizing letters, spelling letters, and not being able to understand the content of reading which makes them stammer in reading. Dyslexia Learning is actually not a physical defect as caused by visual impairment, but rather refers to the way the brain processes the information being read by the child. Dyslexia is a developmental disorder of brain function that lasts throughout the life span, considered to be the result of a disruption in the interrelationship between memory and central processing referred to as primary reading.

From the results of interviews conducted by researchers with class III B teachers, it can be concluded that reading difficulties in students arise from various factors, including both internal and external factors. In internal factors, the causes of students experiencing reading difficulties can come from within students, such as students being lazy to learn, students having difficulty concentrating while learning so that they are distracted by something that students can make as a toy. For example, stationery, easily feeling sleepy so that it results in a rapid loss of student concentration. And for external factors that arise due to the influence of environmental conditions around students such as, lack of parental support in providing reading lessons to children and in the school environment are often teased by their classmates. In this case, teachers need to innovate in designing strategies that can be applied in learning for students who have difficulty reading.

In choosing strategies to overcome reading difficulties in students in class III B at SDN Sondakan No 11 Surakarta, it is necessary to consider the individual conditions and characteristics of the children. Teachers observe the needs of these children when considering strategies that may be suitable for

implementation. By taking into account the different characteristics of the children, appropriate strategies can be provided for each child. In dealing with reading difficulties of grade III B students at SDN Sondakan No 11 Surakarta, teachers use literacy strategies in the classroom as an approach to overcome reading difficulties or dyslexia in students.

The implementation of literacy reading and writing strategies was chosen as a step in dealing with reading difficulties in class III B students at SDN Sondakan No 11 Surakarta, the class teacher as a resource person stated that "The literacy reading and writing strategy that has been implemented in the classroom is by involving several methods including the observe, read and write back method, a reading corner where in the reading corner there are reading books other than textbooks that can be read by students before learning begins, student seating arrangements which are always changed once a week and sticking text and pictures on the classroom wall that can stimulate students brains in improving their reading skills".

First, the implementation of literacy in the classroom uses the observe, read and write back method. In this strategy the teacher presents learning material to students and students are asked to observe the material presented by the teacher, then together students read back the material that has been presented. For students who have difficulty reading, they are specifically requested to approach the front of the class to read the material slowly word by word. After reading again, students are instructed to transcribe the content delivered by the teacher into their personal notebook so that it can be reviewed by the students. The teacher's role is to facilitate the child's learning process in order to achieve the planned goals. (Nuraeni, 2014).

Second, the implementation of literacy in the classroom involves setting up a reading

corner. This reading corner is designed with an attractive appearance to enhance students' enthusiasm for reading books (MoEC, 2016). This strategy is implemented with the aim of developing students interest in reading books so that it can provide encouragement for students to be more active in reading activities. The hope is that this reading corner can trigger students interest in reading, this applies to leisure time and the early stages of the learning process, which aims to foster the habit of reading early on. (Mantu, 2021). This reading corner presents a number of books including children's stories and folktales that can be read by students. Detailed information on the demographics of children in similar studies should also be provided as the effects of shared book reading can be influenced by factors such as children's speaking skills, cognitive abilities and other characteristics (Grolig, 2020). In accordance with the provisions contained in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning Cultivation of Budi Pekerti, the existence of a reading corner is very helpful as a means of student infrastructure in implementing reading habits for 15 minutes before starting the learning process. In addition, occasionally students are also directed to write down each story that has been read briefly in their respective notebooks as a result of students reading activities.

Third, student seating arrangements. In this strategy, teachers can organize students seating by changing the shape of the students seating plan regularly once a week. In this strategy, students who face difficulties in reading can be paired with one of the students whose reading ability is quite good. Teachers implement this action to allow students who face difficulties in reading to be able to ask questions if there is reading or subject matter that has not been understood, thus providing a little help to students who have difficulty in reading. For

example, during reading activities together, students who face reading difficulties can easily follow their friends who are already fluent in reading.

Fourth, the literacy strategy of reading and writing in the classroom using the method of pasting texts and pictures on the classroom wall. In this literacy strategy, teachers paste reading texts and pictures on the classroom wall to motivate students to read the writing around them. In addition, on several occasions students can also write down their works such as poems, rhymes, and so on, which can then be displayed or pasted on the classroom wall. Creating a text-rich environment can also influence students' reading interest because the existence of a text-rich environment has an influence in fostering interest in reading. (Dharma, 2020). For example, in this method, the teacher attaches pictures of plants with text containing the characteristics of these plants. This strategy is applied to arouse curiosity and stimulate students brains in improving their reading skills.

The results of this study are in line with Vygotsky's theory which states that children's growth is influenced by the school environment. In this case, SDN Sondakan No 11 Surakarta creates a pleasant learning atmosphere that supports the development of students' skills, including literacy. Educators at the school play an active role by developing creative strategies to overcome students reading difficulties so that students can optimize their reading literacy development with comfort. In addition, active participation and full support from parents is also an important factor in ensuring the success of children's literacy development.

The implementation of the above strategies is certainly influenced by various factors. The inhibiting factor in the implementation of literacy strategies to overcome students reading difficulties, according

to the grade III B teacher at SDN Sondakan No 11 Surakarta, lies in coordinating students. On several occasions, when the teacher gives more attention to one child or leaves a child who has difficulty reading for a moment, of course some other children will play alone. This situation is also caused by the fact that the level of concentration of children at elementary school age has not yet reached the ability to focus fully on their activities, especially students who have difficulty in reading where these students should get more attention from the teacher will be easily distracted if not noticed. Student concentration in the implementation of an activity also cannot be forced by the teacher, therefore the teacher consistently improves the quality of these activities so that children do not easily feel bored and can be interested in the activities taught by the teacher.

Supporting factors for the implementation of literacy strategies according to the grade III B teacher at SDN Sondakan No 11 Surakarta are the environment and supporting infrastructure. At SDN Sondakan No 11 Surakarta, the support from the environment and infrastructure facilities is very good for literacy, because the school is equipped with adequate facilities to develop strategies applied by teachers in overcoming students reading difficulties. Cooperation with parents is another important supporting factor in implementing literacy strategies to overcome students reading difficulties. Parents support is very important because they can support the activities carried out by teachers to help children's literacy development.

CONCLUSIONS AND SUGGESTIONS

From the discussion above, it can be concluded that there are 3 students in class III B SDN Sondakan No. 11 Surakarta who have difficulty memorizing letters, spelling letters, and not understanding the content of the reading so

that they stammer in reading. Reading and writing literacy strategies applied in the classroom include the observe, read and write back method, reading corners, student seating arrangements and sticking text and pictures on the classroom wall can be an effective strategy to overcome reading difficulties faced by elementary school students. The implementation of literacy strategies is certainly influenced by various factors. The inhibiting factors involve the lack of optimal student coordination, while the supporting factors include the existence of a supportive environment and facilities, as well as positive cooperation with parents.

Based on the conclusions of the research results, suggestions for future researchers include: the school is expected to be able to build good cooperation with parents and provide more adequate facilities and infrastructure to optimize learning at school; teachers should be more creative and innovative in designing learning strategies by adjusting the needs and conditions of students and can build comfortable and enjoyable learning for students; students are expected to be more focused and enthusiastic in learning activities by following directions from the teacher so that learning can be more enjoyable and easily understood by students, especially for students who have difficulty reading.

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