

## Learning Strategies in Overcoming Reading Difficulties in Students at Islamic Elementary School Al-Lathifiyah in Gedog Wetan Malang Regency

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### Abstract

*The purpose of this research is to describe, (1) the condition of students who have difficulty reading at Al Latifiyah Islamic Elementary School, (2) the implementation of learning strategies for students who have difficulty reading at Al Latifiyah Islamic Elementary School and, (3) the implications of learning strategies for students reading difficulties at Al Latifiyah Islamic Elementary School. Based on the results of the preliminary study, it was found that students' reading skills were still limited and had not developed. Reading difficulties have an impact on academic standards that have not been achieved. A similar thing happened to 3 lower class students at Al Latifiyah Islamic Elementary School. This phenomenon then became the focus of research at Al Latifiyah Islamic Elementary School. This research uses a qualitative approach with a case study type of research. Data collection techniques were carried out using interviews, observation and documentation. The data analysis used is processing and preparing the data, reading all the data, coding all the data and describing the data and interpreting the data. The research results show that, (1) students have not been able to analyze letters, especially the letters b, d, l, r, (2) students have visual memory deficiencies & have not been able to understand the source of the sound and lack conceptual abilities. (3) Learning strategies for students who have difficulty reading at Al Latifiyah Islamic Elementary School are packaged in complete reading activities. In reading completion, the alphabet card method, simple text book, book card and missing letter method are used. These four methods can complete the reading skills of students who have difficulty reading repeatedly. 4) The implications of learning strategies for students with reading difficulties at Al Latifiyah Islamic Elementary School on the achievement of academic standards and non-academic standards. The academic standards achieved include knowledge, namely achieving an understanding of key words in the material on the theme being taught and skills in the form of good and correct body position when reading. Meanwhile, the non-academic standards achieved include self-confidence, responsibility and social interaction.*

**Keywords:** Reading difficulties, learning strategies

### Introduction

Learning at the elementary level focuses on the ability to recognize and arrange letters into words. One of the developmental tasks of children aged 6-12 years is learning basic skills in reading, writing and arithmetic (Yusuf: 46). Students who are in Islamic Elementary School are students at the elementary level. One of the skills that students need in elementary school is to have reading skills (Fauzi: 104).

Reading skills, of course, have a big impact on a student's daily life. This impact is felt both academically and non-academic. Academic impact is usually observed through learning outcomes.

Low learning outcomes in several subjects are shown by students who have difficulty learning to read. Reading activity is defined as a process intended to obtain messages from the author through the medium of written language. The content of Indonesian language lessons is no exception as material that facilitates students in recognizing and understanding words. Knowing and understanding words does not necessarily mean getting lots of words, but rather how students understand words correctly and well.

Increasing grades or learning outcomes and reading comprehension skills by using appropriate media (Revelation: 233). Handling reading difficulties appropriately by using media as needed is the main thing that teaching staff can do. In this case, teaching staff are teachers who handle students' reading difficulties directly. Teachers can start by developing appropriate

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learning strategies for students who have difficulty reading.

A learning strategy is a method, a set of methods carried out and adopted by a teacher in making efforts to change behavior to become better (Bambang: 267). In developing learning strategies, a teacher should plan actions that can change students' attitudes or actions so that they are better than when they started learning.

Assessment of learning strategies is very important because it is related to students' success in learning and developing their potential optimally. Student potentials will develop optimally when students follow learning with the right strategy (E. Mulyasa: 57). The strategies that have been prepared and implemented in learning should be assessed to determine the suitability of the expected student abilities with the students' actual attitudes. The student's abilities can be seen from their potential. Students' abilities improve and meet expectations when strategies are designed and implemented in learning that lead to learning outcomes.

The learning outcomes obtained by students from the teaching process must appear in the form of comprehensive changes in behavior consisting of integrated cognitive, affective and psychomotor elements in the student, or learning outcomes that are single (single facts) and independent of each other, thereby forming a personal integrity (Nana: 37). Successful behavioral changes in students, both in the form of cognitive, affective and psychomotor, form a better personality. An improving personality is of course marked by a complete change in behavior in students. Changes in student behavior do not occur in all students in one learning class.

The treatment given to three students who had difficulty reading was by separating activities that focused on achieving reading skills. This separation is carried out outside of class hours, which requires teachers to spend time and organize activities according to students' abilities and interests.

### Theoretical Study

Three factors influence reading difficulties, namely physical factors, psychological factors and socio-economic factors. Physical factors include difficulty distinguishing letter shapes and difficulty distinguishing letter sounds. Psychological factors that influence reading difficulty include emotional factors, self-concept factors, socio-economic factors and inappropriate education implementation factors. Meanwhile, the socio-economic factors that influence reading difficulties are economic conditions that cannot support learning activities.

The learning strategy steps proposed by Walter Dick mention five components in the learning strategy. The following are the five components of learning activities, conveying information, personal participation of students, carrying out tests and follow-up activities. The two approaches used are the Fernald method and the

Gillingham method. In the Fernald method, children learn words as complete patterns so that they strengthen memory and visualization. Meanwhile, the Gillingham method emphasizes the technique of imitating letter shapes one by one individually.

The Fernald method used in implementing strategies designed for students who have difficulty reading, is designed using several reading teaching methods. Strategies with the aim of improving word recognition and reading fluency can be done using various methods, namely the phonic method (making the sound of letters louder in other words reading by spelling), basal readers (initial/basic reading), distar program, and repeated reading (repeating reading). Fernald has developed a multisensory reading teaching method which is often known as the VAKT (visual, auditory, kinesthetic and tactile) method. This method uses reading material selected from the words spoken by the child, and each word is taught as a whole. That children who learn words as complete patterns will be able to strengthen memory and visualization. The Gillingham – Stillman method is a method that is structured and oriented towards the relationship between sounds and letters, where each letter is studied multisensory.

### Method

Researchers used a descriptive qualitative approach with a case study type of research. This research was carried out in two stages, namely January 5 2020 and August 24-30 2020. This research took as its object is Al Latifiyah Islamic Elementary School which is located in Gedog village, Turen District, Malang Regency. Primary data in this research are the principal, head of curriculum, Class 1 Coordinator, parents and students. Data collection was carried out through observation, interviews and documentation. Data analysis uses John W. Cresweell's theory which consists of: gathering and preparing data for analysis, reading all the data, starting coding all the data, applying the coding process to describe participant settings (cover, people), categories and themes to be analyzed, presenting narrative or qualitative report from the coding summary and combined coding results, data analysis is making interpretations in qualitative research or making sense of the data.

### Research Results and Discussion

#### A. Conditions of Reading Difficulty at Al Latifiyah Islamic Elementary School

From the presentation of the results of interviews, observations and documentation, it can be concluded that the three students of Al Latifiyah Islamic Elementary School in Malang Regency showed that their reading skills were not yet optimal. This suboptimal condition is indicated by the fact that three grade 1 students are not yet able to read. These three students have not been able

to complete their assignments correctly, they are incomplete in completing their assignments, they lack confidence in doing their own assignments and always ask the teacher for help, and they are less enthusiastic in teaching and learning activities. In particular, the condition of students who have not been able to complete assignments is because they do not have the ability to analyze letters, especially the letters b, d, l, r and p, have visual memory deficiencies, have not been able to understand the source of sounds and lack conceptual abilities.

### *B. Learning strategies for students with reading difficulties at Al Latifiyah Islamic Elementary School*

Based on the results of interviews, observations and documentation, it can be concluded that the learning strategies at Al Latifiyah Islamic Elementary School have been systematically prepared by the madrasa head, curriculum coordinator and accompanying teachers. The three educators and educational staff prepared a program needed by students with reading difficulties, namely the Literacy and Language Corner program which was translated into complete activities. In completing the reading activity, each student showed significant differences in development in terms of knowledge, skills and social attitudes. Several obstacles during the implementation of learning in madrasas were conveyed by supervising teachers and students.

Reading completion is part of learning completion. Not all parts of learning completion, but some or almost all of the learning material. Reading completion is part of an appropriate teaching system so that learning material can be understood. It can be emphasized that with the right teaching system all students can learn with good results from almost all subject matter taught in madrasas. The structured learning program designed by Al Latifiyah Islamic Elementary School is a complete reading activity for students who have difficulty reading. In the complete teaching and learning program, teachers observe students' interest tendencies in several things such as favorite colors or learning themes. This influences students' willingness to complete reading activities. Student learning completeness is influenced by teaching strategies and material selection. appropriate teaching strategies for students through selecting appropriate learning materials.

Based on the research results, a common thread can be drawn from the findings that madrasas are given the authority to develop massive programs on literacy. The authority in question concerns the implementation of development strategies for facilities and infrastructure. The development of facilities and infrastructure is aimed at the availability of learning materials to complete student learning. Completeness of learning completeness of reading. The manifestation of the authority of Al Latifiyah Islamic Elementary School in question is about implementing learning development strategies. Learning

development is aimed at completing reading activities. In reading completion, the alphabet card method, book text, book card and missing letter method are used. These four methods can complete reading skills.

### *C. Implications of Learning Strategy for Students with Reading Difficulty at Al Latifiyah Islamic Elementary School*

From the results of the presentation of interviews, observations and documentation, it can be concluded that the implications of learning strategies for students who have difficulty reading from the results of observations and interviews are that the strategies carried out in the learning process have an impact on students' success in achieving learning completion standards. The academic completeness standards for the three students who experience reading difficulties can be achieved according to ability. Likewise, non-academic standards of completeness are starting to emerge and develop according to the process being followed.

The learning strategy for students who have difficulty reading is to prioritize reading completion as a form of realization of the Literacy Corner program so that it has implications for the emergence and development of a sense of self-confidence, responsibility and courage to interact. This also has an impact on achieving academic abilities, namely starting to be able to sit quietly and participate in learning activities and complete reading and writing assignments well.

The implications of learning strategies for students with reading difficulties at Al Latifiyah Islamic Elementary School on the achievement of academic standards and non-academic standards. The implications that arise as a result of the strategies and methods used for students who have difficulty reading consist of two, namely: (1) Academic standards that focus on the material of deciphering the symbols for vowel and consonant sounds in Indonesian or regional language words. Apart from that, there is also an understanding of key words in the material on the theme being taught and skills in the form of good and correct body position when reading. (2) Non-academic standards achieved by Al Latifiyah Islamic Elementary School students who have difficulty reading include self-confidence, responsibility and social interaction. The learning strategies and methods applied to students who have difficulty reading also have an impact on the formation of attitudes of trust yourself and be responsible.

### **Conclusion**

The presentation of data, research findings and analysis that have been presented in previous studies regarding learning strategies for students with reading difficulties at Al Latifiyah Islamic Elementary School can be concluded as follows:

1. Students' in Al-Latifiyah Islamic Elementary School has reading difficulties, inability to analyze letters, especially the letters b, d, l, r and p, lack of visual memory, inability to understand the source of sound and lack of conceptual ability.

2. Learning strategies for students who have difficulty reading at Al Latifiyah Islamic Elementary School are packaged in complete reading activities. In reading completion, the alphabet card method, book text, book card and missing letter method are used. These four methods can improve the reading skills of students who have difficulty reading by repeating them at the madrasah and at home.

3. Implications of learning strategies for students with reading difficulties at Al Latifiyah Islamic Elementary School on the achievement of academic standards and non-academic standards. The academic standards achieved include knowledge, namely achieving an understanding of key words in the material on the theme being taught and skills in the form of good and correct body position when reading. Meanwhile, the non-academic standards achieved include self-confidence, responsibility and social interaction.

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