

## Difficulties Of Beginning Reading and Writing In Lower Primary School Grades And How To Overcome Them

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### ABSTRACT

This study aims to investigate initial reading and writing difficulties in lower grade elementary school students through a literature review approach. In analyzing this phenomenon, three main research aspects were explored, namely teachers' teaching strategies, factors causing reading difficulties, and the impact of students' lack of interest in learning. The research method applied is literature review, by searching, collecting and analyzing information from various related literature sources. Findings from the literature review show that effective strategies in overcoming reading difficulties include special guidance, attention to student development, and a pleasant learning atmosphere. Factors causing reading difficulties include internal and external aspects, while lack of interest in learning and family support also play a significant role. An in-depth understanding of these literatures makes a valuable contribution to constructing a holistic and in-depth picture of the problem of beginning reading difficulties.

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## INTRODUCTION

Basic education is the main foundation in forming children's literacy skills. At the elementary school level, especially in the lower grades, beginning reading and writing skills become an important foundation for academic success at higher levels. Unfortunately, some children experience difficulties in developing reading and writing skills in the early stages of their learning. These difficulties can have a long-term impact on students' learning abilities and may even impact their future academic performance (Fatima et al., 2020).

Beginning reading and writing difficulties can vary from one student to another. Some children may have difficulty identifying letters, while others may have difficulty connecting sounds with letter symbols. The existence of gaps in literacy skills in lower grades can create challenges for teachers and students, requiring appropriate approaches to help overcome these difficulties.

One factor that can influence children's reading and writing abilities is differences in social and economic backgrounds. Children from families with limited access to literacy at home or less supportive reading environments may face greater difficulties in developing their reading and writing skills (Anugrahana, 2020). To overcome initial reading and writing difficulties in the lower grades of elementary school, a holistic and differential learning approach is crucial. Teachers can identify students who are experiencing difficulties through formative evaluations and provide additional support specific to each student's needs.

Using learning methods that are interactive and fun can motivate students to be more actively involved in the learning process. Presenting material with a visual approach, using word games, and small group activities can help strengthen students' reading and writing skills.

Apart from that, collaboration with parents is also very important in overcoming these difficulties. Advising parents on how to engage their children in literacy activities at home can increase their exposure to written language. Family literacy programs and involving parents in reading activities with children can provide additional support outside the school environment. It is also important to ensure that teachers have a deep understanding of children's literacy development and effective teaching methods. Training teachers in teaching strategies that are responsive to individual student needs can help improve the quality of learning in lower grades.

This research aims to explore the factors that cause reading and writing difficulties in the lower grades of elementary school, as well as identify effective teaching strategies in overcoming these challenges. With a better understanding of these difficulties, it is hoped that more targeted and meaningful approaches can be developed in improving student literacy at the initial level of primary education.

### METHOD

The research method used in the title "Preliminary Reading and Writing Difficulties in the Lower Grades of Elementary School and How to Overcome Them" is a literature study. Literature review is a research approach that involves searching, collecting, and analyzing information contained in literature or written sources such as books, journal articles, theses, and other related documents. This method was chosen to gain an in-depth understanding of reading and writing difficulties in lower grades and the efforts that have been made to overcome these problems (Sugiyono, 2017).

In conducting a literature review, researchers collect various sources of information that are relevant to the research focus. First, researchers looked for literature regarding factors that can cause reading and writing difficulties in the lower grades of elementary school. This involves analyzing literacy learning theories, children's cognitive development, and socio-economic factors that can influence literacy abilities at that age.

Next, the researcher identified various strategies and methods that had been proposed or implemented by previous researchers to overcome reading and writing difficulties in the lower grades. This includes empirical research, intervention programs, and evaluation results of the success of these strategies. The literature review also includes an analysis of approaches that are considered effective in improving children's literacy at the initial level of learning (Neuman, 2013).

In analyzing literature, researchers not only pay attention to research results, but also look at criticism, critical thinking, and potential shortcomings of each proposed method or strategy. This in-depth literature analysis helps researchers develop a comprehensive understanding of the issue of reading and writing difficulties in the lower grades, and provides a basis for identifying the weaknesses and strengths of various existing approaches. Apart from that, literature studies can also detail basic concepts, theories and literacy learning models that are relevant to this case. An in-depth understanding of the conceptual basis will help researchers in designing suggestions or recommendations for overcoming reading and writing difficulties in the lower grades of elementary school.

By using the literature review method, it is hoped that this research can provide a comprehensive picture of the problems studied and provide a strong basis for developing more effective intervention strategies in increasing children's literacy at the initial elementary school level.

### RESULTS AND DISCUSSION

#### Result

This research reveals critical problems faced by elementary school students at the initial level of learning to read. Lack of reading skills is a major highlight, and this research analyzes a number

of difficulties that influence the acquisition of early reading skills. Using a descriptive research approach, the research subjects were determined to be primary school students' initial reading. The data collection methods used involve observation, interviews, giving questionnaires, and documentation, with instruments in the form of questionnaires related to beginning reading. The data analysis technique used is qualitative descriptive statistics. The research results present findings that illustrate several fundamental difficulties. First, it was found that a lack of interest in learning to read was the main factor influencing students' reading ability. Furthermore, a lack of tutoring was also identified as an obstacle in overcoming beginning reading difficulties. At the basic level of learning to read, students face difficulties recognizing letters, reading syllables, reading words, and arranging letters to spell words. Apart from that, the lack of family assistance in the process of learning to read is also a significant contributor to initial reading difficulties. The conclusion of this research is that early reading difficulties are caused by a combination of factors, including lack of interest in learning, lack of tutoring, and lack of family support. The implications of these findings include the need for greater efforts to increase students' interest in learning, provide effective guidance, and involve families in supporting reading learning. It is hoped that the results of this research can become a basis for developing better learning strategies to improve elementary school students' initial reading abilities, as well as encouraging student motivation in understanding reading content and communicating orally and in writing. (Fita Asri Untari & Elementary School Teacher, 2020).

This research explores the strategies used by teachers to overcome beginning reading difficulties in grade I students, realizing that students' academic success is closely related to their reading abilities. Beginning reading in the lower grades is considered an important foundation for achieving speed reading, extensive reading, and reading comprehension skills at higher levels. The main focus of this research is how teachers can effectively hone their students' beginning reading skills. The research method applied is qualitative, using data collection techniques in the form of observation and interviews. The research location was carried out at MI Sirojul Athfal V, with research subjects involving three homeroom teachers, ten parents, and ten class I students. The results of the research present several strategies implemented by teachers in overcoming students' initial reading difficulties. One strategy found is to provide special guidance to students, where teachers individually pay attention to the needs and abilities of each student. Apart from that, teachers also pay attention to the development of students' conditions as part of a holistic approach. The use of interesting teaching media is also a strategy implemented, creating a pleasant learning atmosphere to increase student involvement. Furthermore, teachers are also proven to provide motivation to students, strengthening their enthusiasm for learning. The results of this research have the implication that these strategies can help teachers to pay more attention to each student in the initial reading process. Apart from that, the drive to create innovations in early reading learning is expected to increase students' learning focus, as well as create a more interesting and inspiring learning atmosphere. Thus, this research contributes to supporting the development of effective and motivating early reading learning methods at the first grade elementary school level (Ramadan & Tarmini, 2022).

This research focuses on describing the factors that cause initial reading difficulties in class I students in learning Indonesian at SDN 8 Pahandut Palangka Raya. The research method used is descriptive with a qualitative approach. The subjects or informants in this research involved three class I students, the class I teacher, the class leader of SDN 8 Pahandut Palangka Raya, and the parents of class I students. Data collection techniques included observation, interviews and documentation. The research results showed that several participants Students experience difficulty in reading at the beginning of learning Indonesian. This difficulty can be categorized into two main factors, namely internal factors and external factors. Internal factors involve aspects that originate

from within students, such as cognitive abilities or motivation. Meanwhile, external factors relate to the external environment, such as family support or class conditions. Although not all students experience difficulties in beginning reading, the results of this research provide a deeper understanding of the variations in reading learning experiences in grade I. Therefore, it is recommended that teachers pay individual attention to each student, involving parents in supporting the learning process, and adopt learning strategies that suit each student's needs. With these findings, it is hoped that teachers can develop learning methods that are more effective and appropriate to the characteristics of students, especially in an effort to train beginning reading skills. This research contributes to further understanding of the factors that can influence reading learning at the early elementary school level, thereby providing a basis for the development of more appropriate and in-depth interventions. (Kartini & Jailani's Wisdom, 2023).

### Discussion

The research described previously has made a significant contribution to the understanding and treatment of beginning reading and writing difficulties in lower grade elementary school students. Even though the title of this research is more general, the findings resulting from these studies can provide in-depth and contextual insights to detail how to overcome this difficulty.

The first research that discusses teacher strategies in overcoming beginning reading difficulties in first grade students provides a special perspective on the approaches that can be adopted by educators. The results of this research indicate that the use of strategies such as providing special guidance, paying attention to student development, and creating a pleasant learning atmosphere can contribute positively to overcoming reading difficulties. The implications of these findings may help identify effective teaching methods and provide a conceptual basis for further research on intervention strategies at the beginning reading levels.

The second study focused on the factors causing initial reading difficulties in first grade students, providing in-depth understanding of the variability in reading learning experiences. The finding that there are internal and external factors that can influence reading difficulties shows the complexity of this problem. The connection with main research is that strategies for overcoming reading difficulties can not only be focused on cognitive or motivational aspects of students, but also consider family support and classroom conditions.

The third study, which revealed that beginning reading difficulties were caused by students' lack of interest in learning, lack of interest in reading, lack of study guidance, and lack of family help, provided a holistic picture of the factors that influence beginning reading abilities. These findings can provide a macro context for viewing the challenges faced by lower grade students as a whole and can serve as a basis for designing comprehensive intervention programs.

Relating these three studies under the title "Early Reading and Writing Difficulties in Lower Elementary School Grades and How to Overcome Them," we can detail that a deep understanding of beginning reading and writing difficulties involves observing effective teaching strategies, identifying various causal factors, and approaches. holistic which considers support from various parties such as teachers, families and the classroom environment.

In terms of research methods, research that focuses on reading teaching strategies in grade I provides an understanding of how a qualitative approach can be used to deepen understanding of learning interventions. A second study highlighting the factors causing reading difficulties proves the relevance of a qualitative approach in detailing variability in students' reading learning experiences. Meanwhile, the third research which provides a holistic understanding involves broader subjects and various data collection methods, such as observation, interviews and documentation.

All three, taken together, show that to overcome initial reading and writing difficulties in the lower grades of elementary school, a holistic approach is needed, involving effective teaching strategies, as well as identification and treatment of causal factors from various learning dimensions. This understanding can be the basis for developing more effective and comprehensive intervention programs in improving students' reading and writing abilities at the initial level of basic education.

### CONCLUSION

Based on the three studies that have been described, it can be concluded that initial reading and writing difficulties in the lower grades of elementary school are a complex problem, involving various internal and external factors. Effective teaching strategies, identification of various causal factors, and a holistic approach involving teachers, families, and the classroom environment are key to overcoming these challenges. First research shows that teaching strategies such as providing special guidance, paying attention to student progress, and creating a pleasant learning atmosphere can contribute positively to overcoming beginning reading difficulties. The second study highlighted the complexity of factors causing reading difficulties, both internal and external, while the third study confirmed that lack of interest in learning, lack of interest in reading, lack of study guidance, and lack of family help were the main contributors.

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